

Thirty-third Annual Report
OF THE
Superintendent of Public Schools
FOR THE
SCHOOL YEAR ENDING JUNE 30, 1886.

J. W. ANDERSON

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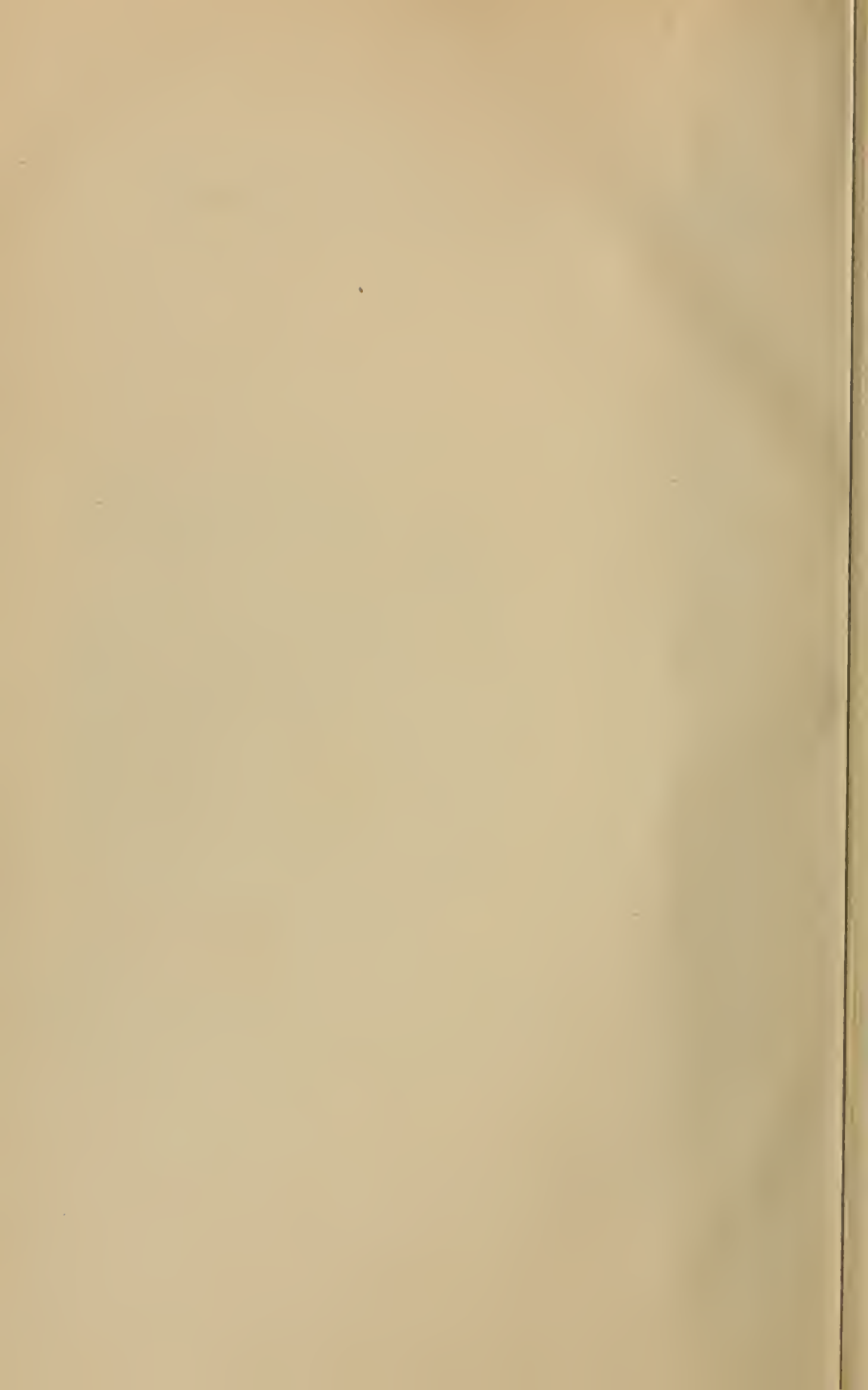
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DEPARTMENT OF PUBLIC SCHOOLS
CITY AND COUNTY OF SAN FRANCISCO.

THIRTY-THIRD ANNUAL REPORT

OF THE

 Superintendent of Public Schools

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1886.



SAN FRANCISCO :
W. M. HINTON & Co., PRINTERS, 536 CLAY STREET.
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BOARD OF EDUCATION.

1885-86.

PRESIDENTIRA G. HOITT.

MEMBERS.	OFFICE.	RESIDENCE.
IRA G HOITT.....	405 Sansome street.....	1131 Ellis street.
C. W. BEACH.....	10 Montgomery street.....	2101 Devisadero street.
J. H. CULVER.....	31 Post street	1111 Clay street.
DR. C. T. DEANE.....	131 Post street.	131 Post street.
A. C. DITHMAR	Goodyear Rubber Co., 577 Market st.	609 Fourth street.
J. F. ENGLISH.....	313 Davis street.....	2417 Howard street.
G. J. HOBE	Room 42, Masonic Temple.....	1633 Hyde street.
THOS. O'BRIEN.....	New City Hall	1709 Broderick street.
ED. POLLITZ.....	403 California street.....	21 Dupont street.
GEO. T. SHAW.....	840 Fourth street.....	17th Av., South S. Francisco.
D. STERN	Brunswick House.....	148 Sixth street.
J. P. H. WENTWORTH.....	320 Sansome, Room 61.....	2320 Folsom street.

Superintendent of Common Schools.....	A. J. MOULDER, New City Hall Residence, 812 Bush Street.
Deputy Superintendent of Common Schools	JOS. O'CONNOR, New City Hall Residence, 2504 Bush Street.
Secretary.....	JNO. T. MCGEOGHEGAN, New City Hall Residence, 510 Seventeenth Street.
Assistant Secretary	GEORGE BEANSTON, New City Hall Residence, 1014 Fillmore Street.
Assistant Secretary.....	FRANK G. ANDREWS, New City Hall Residence, 512 Van Ness Avenue.
Book-keeper.....	E. B. BULLOCK, New City Hall Residence, 2414 Pacific Avenue.
Messenger.....	A. H. BEAN, New City Hall Residence, 25½ Sixth Street.

STANDING COMMITTEES.

CLASSIFICATION—Deane, Stern, English, Hoitt, Wentworth, Moulder.
 RULES AND REGULATIONS—Hobe, Beach, Deane, O'Brien, Hoitt, Moulder.
 CREDENTIALS AND QUALIFICATIONS OF TEACHERS—Shaw, Pollitz, O'Brien, Hoitt, Moulder.
 SCHOOLHOUSES AND SITES—English, Beach, Shaw, Dithmar, Hoitt.
 SALARIES—Pollitz, Wentworth, Deane.
 FURNITURE AND SUPPLIES—Culver, Hobe, Shaw, Hoitt.
 FINANCE—Stern, Wentworth, O'Brien.
 JUDICIARY—O'Brien, Culver, Dithmar.
 PRINTING—Dithmar, Pollitz, Culver.
 JANITORS—Beach, English, Stern, Hobe, Hoitt, Moulder.
 VISITING—Wentworth, English, Shaw, Beach.

OFFICE HOURS FOR SCHOOL BUSINESS.

IRA G. HOITT.....	405 Sansome street
	Tuesdays and Fridays, 4 to 5 P. M., and at residence Mondays and Thursdays, 6:30 to 7:30 P. M.
C. W. BEACH.....	10 Montgomery street
	3 to 4 P. M. daily, except Saturdays, and 9 to 10 A. M. Saturdays
J. H. CULVER.....	31 Post street
	3 to 5 P. M. Mondays and Fridays
DR. C. T. DEANE.....	131 Post street
	Daily, 1:30 to 4 P. M.
A. C. DITHMAR.....	Goodyear Rubber Co., 577 and 579 Market street
	3 to 4 P. M. daily
J. F. ENGLISH.....	313 Davis street
	Wednesdays and Fridays, 4 to 5 P. M.
G. J. HOBE.....	Room 42, Masonic Temple
	4 to 5 P. M. daily
THOS. O'BRIEN.....	1709 Broderick street
	At New City Hall, 3 to 4:30 P. M. Saturdays
ED. POLLITZ.....	403 California street
	Tuesdays and Thursdays, 4 to 5 P. M.
GEO. T. SHAW.....	840 Fourth street
	4 to 5 P. M. Tuesdays and Fridays
D. STERN.....	Brunswick House, 148 Sixth street
	Mondays and Fridays, 4 to 5 P. M.
J. P. H. WENTWORTH	Room 61, 320 Sansome street
	2 to 4 P. M. Saturdays

REPORT

OF THE

Superintendent of Common Schools.

*To the Honorable Board of Supervisors
of the City and County of San Francisco :*

GENTLEMEN: In compliance with law, I have the honor to submit herewith the Thirty-third Annual Report of the Superintendent of Common Schools for the City and County of San Francisco for the fiscal year ending June 30th, 1886:

In consequence of the Order of the Board of Education to incorporate the somewhat voluminous "Course of Study" in my last Annual Report, and by reason of the introduction of other matter of special interest to the School Department, and to those having dealings with it, the expense of printing that Report was greater than usual. Complaint was made by some that the Report was too elaborate, and that the expense of printing it in the impoverished condition of the School finances was too great. I deeply regret that our city, with its extensive and admirable system of Public Schools, superior to most and the peer of the best in the Nation, can not afford to present a full exhibit of the work being done and the improvements introduced. By reason of this enforced economy, we must suffer by comparison with cities of far less importance and of one-fifth our population. But I recognize the situation. The funds placed at the disposal of the School Department are not sufficient to pay even current expenses. It would be wrong to encroach upon those funds to the extent of one dollar beyond the baldest necessities. Yield-

ing to this obligation, and in deference to the wishes of my colleagues, I must reduce this Report to the narrowest dimensions, and omit all mention of many topics of professional interest to our teachers, and mayhap of profit to the profession generally. Local pride must yield to the presence of a stern necessity.

I therefore give up the space I should like to occupy, to the statistics of the Department, which must be published, and to the indispensable reports of the Deputy Superintendent, Inspecting Teacher, Secretary, Bookkeeper, Principals of the High Schools, of the Commercial School, and of the Normal School. They will be found full of interesting matter, and to them I invite special attention. Together, they contain a full history of the Schools during the past year.

IMPROVEMENT IN OUR SCHOOL ACCOMMODATIONS ASSURED.

For more than three years it is known that I have labored, through the medium of my Reports, through the Press, through public addresses, through appeals to the Boards of Supervisors, through the instrumentality of the Grand Juries, to impress upon the people of San Francisco the wretched condition of our school-houses and the urgent need of more and better accommodations for our children.

In season and out of season I have cried aloud for these improvements.

I have hammered away unceasingly upon this topic, until, by sheer dint of iteration, my appeals, thanks to the vigorous support of the Press, have at last reached the ears and the hearts of the people. The seed sown and watered so often has at last brought forth fruits, and in retiring from my present position at the close of the year, it will be with the happy consciousness that my efforts will have been crowned with success.

In this connection I can not do better than repeat the language of my former Report to you:

“I am well aware, gentlemen, that strong as is the appeal I have here made for additional and better school accommodations—to your reason, to your sense of justice, and to your public spirit—it is too late to influence you or the result for the coming year.

"The tax levy has been made, and you cannot now change it, were you so disposed. But it may be asked, 'Why, then, waste time in so elaborate an effort?'

"I freely admit *that my aim is, through you, to reach the great body of your and my constituents*, who, I know, are warm friends of our public schools. If I can touch the great heart of the people, I feel sure it will be quick to respond.

"My appeal is to their sympathy and to their intelligence, as well as to their self-interest—for the schools are theirs—and with them, at last, will rest the question whether they shall be decently sustained or slowly starved to death.

"If, by any effort of mine, I can influence them *to bring their power to bear upon their servants*, your successors, enforcing greater liberality—nay, even common justice, toward the schools, for the coming years, I shall not have labored in vain."

And now this great end has been accomplished. At last the people, in express and emphatic terms, *have brought their power to bear* in the right direction—upon their servants.

Every political convention of every party has inserted a plank in its platform, pledging its nominees, in specific language, to provide liberal means for the support of our schools; to build new school-houses, so urgently needed, and to put the old ones in decent repair.

On these points the people, in their primary and representative assemblies, are practically unanimous.

In proof of what I have here stated, I may be pardoned if I quote so much of the political platforms, without distinction of party, as refers to this subject.

RESOLUTION BY THE DEMOCRATIC STATE CONVENTION.

"*Resolved*, That our Public Schools will always have the fostering care of the Democratic Party of California. We demand for them the utmost efficiency and a liberal expenditure, with no limit, so long as honesty, economy and business methods cover all their works.

"The education of the children is the best guarantee of republican liberty."

RESOLUTION OF THE REPUBLICAN MUNICIPAL CONVENTION.

"*Resolved*, That during the first fiscal year \$60,000 shall be expended for additional school-houses—\$25,000 for the repair and improvement of those which now exist. That in the second fiscal year \$40,000 shall be expended in the erection of additional school-houses."

RESOLUTION OF THE DEMOCRATIC MUNICIPAL CONVENTION.

“Resolved, That we pledge our nominees for Supervisors that they will make suitable provision for the erection of at least two new school-houses EACH year, during their incumbency, and for the repair of the present school buildings.”

RESOLUTION OF THE INDEPENDENT MUNICIPAL CONVENTION--UNITED
ANTI-BOSS.

“Resolved, That we pledge our Supervisors that they appropriate sufficient funds for the repairs of our present school-houses, and the building of as many new ones as are absolutely required to accommodate all needing the advantages of an education.”

It will thus be seen that no matter what party may succeed in the coming election, their Supervisors will be bound in express terms to build more new school-houses and repair the old ones.
Nunc Dimitte!

I am, gentlemen, with high respect, your obedient servant,

ANDREW J. MOULDER,
Superintendent of Common Schools.

REPORT OF THE DEPUTY SUPERINTENDENT.

HON. A. J. MOULDER, *Superintendent Common Schools* :

SIR: I herewith respectfully submit my report of the School Department for 1885-6 :

IMPROPER GRADING.

Early in the past school year the investigations made by the Inspector and myself brought to light the fact that classes and, in some instances, entire schools, were over-graded ; that is, that pupils had been promoted without due consideration of their ability to perform the work of the higher grades in which they had been placed. These discoveries led to the proposal that the entire Department should be subjected to the test of a written examination in December, 1885. Owing to the objections of many Principals, and to a difference of opinion among the Directors in regard to the portion of the year's work for which the schools should be held responsible, the examinations were postponed to the close of the school year in May.

These examinations confirmed the observations made from time to time by yourself, the Directors who looked carefully into the management of the schools, and by the Inspector, and proved the truth of my prophecy, made three years ago, that if the annual written examinations—the necessity for which we all deplored—were discontinued, and no sufficient inspecting force appointed to supervise the schools, the incorrectness of the statement that “Principals’ are the Inspectors and Deputy Superintendents of their own schools,” would be clearly shown. The examinations prove this, if nothing else. Where there are so many opportunities for obtaining credits by copying, cramming and ambiguity, it is not always safe to predicate the scholar's intelligence and scholarship upon his success in a written examination ; but with these chances for appearing better than they really are, and while getting the benefit of reasonable doubts, the pupils who fail to reach a low standard on a simple written examination may fairly be considered unfit for the grades in which they are found, and those who promoted them to these grades must be classed as blameworthy or inefficient.

During the year two Principals and several Assistants were punished for having their schools or classes over-graded. The annexed table will show that their fault was the result of a system which left all, except the very firmest, open to temptation.

The table shows the results of the examinations of First Grade pupils for admission to the High Schools. For many reasons these returns should make a most favorable showing. Besides the pupils promoted upon the Board's

examinations, Principals were authorized to promote, without examination, twenty-five per cent. of the pupils of each class, provided they were deemed worthy.

RESULTS OF EXAMINATIONS IN FIRST GRADES, MAY, 1886.

Schools by Number.	No. Promoted.	No. Failed.	No. Below 70 per cent.	Class Standing in Arithmetic.
*1	25	6	7	Poor.
2	58	14	20	Poor to fair,
3	23	14	17	Very poor.
4	43	7	9	Poor to fair.
*5	2	4	5	Poor to fair.
6	51	2	2	Very fair to good
7	29	14	18	Poor (mixed.)
8	36	0	4	Poor to pretty good.
9	19	1	2	Poor.
10	4	4	5	Wretched to pretty fair
11	9	0	0	Good.
12	8	12	14	Poor.
13	9	1	1	Fair to good.
14	27	12	15	Very poor to poor.
15	3	7	8	Very poor.
16	1	0	0	Good.
17	1	3	3	Very poor.
18	15	4	5	Fair to good.
19	0	2	2	Wretched.
20	1	1	1	Very poor.
21	23	6	7	Pretty good.
22	36	15	17	Poor to fair.
23	76	1	2	Fair to good.
24	2	4	4	Poor.

*Re-classified during the year by Deputy Superintendent and Inspector.

The numbering of the schools is entirely irregular.

The Principals of Schools containing First Grade pupils were permitted to credit their scholars on Reading, Subject Matter, Penmanship, and Drawing—100 credits possible—and Arithmetic, Spelling and Use of Words, Geography,

and Language, and Elementary Science—200 credits possible—were credited upon written answers to questions prepared by or under the direction of the undersigned.

Following are the questions in written and oral Arithmetic :

ARITHMETIC—FIRST GRADE.

GENERAL EXAMINATION, MAY, 1886,

Fifty Credits.

NOTE—In all the grades, when there are two or more natural parts in a question, partial credits for each will be given in due proportion to the allowance for the entire example.

1. A rectangular field containing $19\frac{3}{8}$ acres is 62 rods long, how wide is it? 5 Crs.

2. How much is due August 1st, 1866, on a note for \$540, dated Jan. 16th, 1885, and bearing $8\frac{1}{2}$ per cent. interest per annum. Write the note, supposing that you borrowed the money from the Bank of California. 10 Crs.

3. Find the cost of 27 boards, 16 feet long and 11 inches wide, and 52 scantling, 2 inches by 3 inches, 20 feet long, all at \$18 per thousand. 8 Crs.

4. Reckoning the English shilling at $24\frac{1}{2}$ cents, what does the freight of a vessel amount to in U. S. money if it carries 92,480 centals of wheat at £3 10s. per ton? 10 Crs.

5. A contractor employs 45 men to complete a piece of work in 3 months; what additional number of men must he employ to perform the work in $2\frac{1}{2}$ months? 7 Crs.

6. A merchant imports 500.5 metres of silk at a total cost of \$1.90 per metre; what per cent. does he gain by selling at \$2 per yard?

7. Reckoning the diameter of the earth at 8,000 miles, how many square miles on its surface? 10 Crs.

ORAL ARITHMETIC—FIRST GRADE.

GENERAL EXAMINATION, MAY, 1886.

Twenty Credits.

NOTE—In all the grades, the teacher in charge will read the question distinctly, and have it repeated by a pupil on the opposite side of the room. After a reasonable time (two to three minutes), the teacher will give the orders—"Write answer"—"Put down pens," and, without delay, the notice—"Next question."

1. What will be due, July 15, on a note for \$700, dated January 15, at one and a half per cent. interest per month? 2 Crs.

2. Cost of 144 yards of cloth, at $62\frac{1}{2}$ cents per yard? 2 Crs.
3. How much cash will pay three bills of \$41.50, \$35.50, and \$23, if 20 per cent. discount is allowed? 2 Crs.
4. How many board feet in 12 scantling, 3 inches by 6 inches, and 10 feet long? 2 Crs.
5. A rectangular field containing just an acre, is 50 rods long, how wide is it? 2 Crs.
6. If a man wear .004 of his shoe-sole every day, how many days will it last? 2 Crs.
7. If I buy mining stock at \$120 a share, and it pays \$4 a share dividend, how much per cent. do I receive on my money? 3 Crs.
8. Cost of $18\frac{1}{2}$ centals of wheat, at $1\frac{1}{2}$ cents a lb? 2 Crs.
9. A lady bought buttons at \$1, \$2 and \$3 per dozen. She bought 4 of the first kind, 4 of the second kind, and 9 of the third—what did they cost her? 3 Crs.

COURSES OF STUDIES, GRADING, ETC.

If it be considered that First Grade pupils have had, on an average, eight years study of and instruction in Arithmetic, the results shown by the table given above are not satisfactory. Parents often address me in terms like the following: "How is it that my boy, who has been attending one of your best schools, and has generally come out an 'Honorary,' is not able to perform the simple sums arising out of daily sales in the wholesale grocery where he is employed as clerk?" And another: "Why, I didn't spend half as much time in school as my children have already spent there, and there's John, who has been two years in the High School—I took him down to the store the other day to make out some bills, so as to lighten the work of the bookkeeper, who has been asking for an assistant. I showed him how to get the items from the accounts, and it being Saturday, I went away for the day. On Monday I asked the bookkeeper how his assistant got along. He simply passed over seven bills upon which he said John had worked for three hours! Two bills contained errors in multiplication, one in addition, and one had no signature. Now, mind, I don't say the boy did not know how to do this work, for the correct examples showed that he did. What I object to is the carelessness he displayed. The best scholar on earth would be of no use in my business so long as he made mistakes. When I went to school we didn't study Shakespeare, and Milton, and Scott, line by line, nor could we tell you all the battles that were fought by the great Greek and Roman generals, and we didn't call in our friends to help us to write orations that we were to 'commit' and 'declaim' at 'commencement exercises'; nor did our teachers get up exhibitions that showed nothing in regard to our studies or

our scholarship. These things are all very good in their place, but I don't think a boy should be compelled to give attention to them before he has had practice sufficient to enable him to work simple business examples in multiplication and addition, quickly and correctly. As I say, we didn't have those High School studies; but we did have to learn to read, and to write, and to do sums *accurately*, and as we grew up we were taught to be grammatical. It seems to me as if the schools, now-a-days, were in such a hurry to make their scholars accomplished that they forget to lay the foundation upon which the accomplishments should be built."

What is one to say in answer to these statements? There is no denying the fact that they contain a great deal of truth. I well know the explanations of them—perhaps I ought to say excuses offered for them by teachers—"We are preparing pupils for all kinds of business, etc."—"A little practice will make the pupil understand"—"There are too many other things to attend to"—"You wish your boy to have the education of a gentleman"—and best reason of all—"The course of study requires that the children shall be instructed in such and such and such and such." And the parent goes off, appeased somewhat, but still wondering why his boy is required to stagger under the consideration of these luxuries while the necessities, of which he must have knowledge, are set aside for the study of all but useless accomplishments.

We school people are too much in the habit of setting at naught the opinions of parents. Parents know little of the science of instruction and school discipline; but they have a very clear insight of the scholastic requirements of business. It would become teachers much better to be ready to admit that parents, speaking from their every-day observations, may be right, and if they prove to be, to find remedies for the errors which they point out.

From this standpoint several questions suggest themselves to the educator—Are our traditional courses of studies correct, that is, fitted to the natural growth of observation, judgment and reasoning power in the child and to the necessities of the industrial world? If not, why not? Are the grading and arrangement of studies such as to best promote the natural development of the child with the least danger of overstrain to himself and his teacher? It is for the educator to carefully consider whether these things are so or not and, if error exist, to discover its cause.

It is impossible for any one who is not a practical educator—and he or she must be a natural psychologist—to make out even a fairly good course of study. The difficulty of doing this presents itself afresh in every department of the schools. The competent kindergartner may be entirely incompetent to lay out a scheme of studies for grammar schools and the best primary or grammar school teacher may be at sea in attempting to arrange the studies proper to be pursued in a High School. There is but one sensible way in which to procure a good course of studies for the Primary, Grammar and High Schools of a city, county or State. And that is for the Superintendent, or whoever may have charge of the Department, to prepare with the

advice of the best Primary, Grammar and High School Principals, the very best course of studies he can prepare and then to weigh and test it by actual practice and to carefully amend the faults and supply the omissions so discovered.

Three years ago I so prepared a course of studies. I watched its working narrowly and gave close and respectful attention to various criticisms of it. I had it amended from time to time, and I do not refer to changes made necessary by the action of the Board of Education in changing text-books. This year I had most important amendments to offer, such, for example, as confining the attention of the lowest grades almost exclusively to the study of language and objects, after kindergarten methods, and postponing the study of all but the simplest arithmetical problems to the years of the higher Primary and Grammar grades. After careful investigation I had reached the conclusion that one reason, and perhaps the greatest, why pupils became indifferent and lazy in the higher grades, was that subjects and an amount of work beyond their years, were pressed upon their attention in the lower grades.

Where is the sense in worrying a seven-year-old child with something which it is almost impossible for him to understand, when that very knowledge will come to him, almost unsought, at nine? I believe that the most widespread mistake in teaching consists in presenting subjects calling for faith, judgment or quick reasoning power in the pupil, before he has reached the time of life at which these faculties begin to be fairly developed. The few rules and maxims of real English grammar will sound like confirmations of what he already knows, to the youth who has been trained to detect inelegancies of expression, and I believe this process of obtaining a correct use of language cannot be reversed, for, although the child may be forced to commit the rules, he will never apply them until his ear shall have been trained to detect the incongruity of the errors.

Similarly in regard to numbers, the child will have plenty of useful occupation in combining, separating into parts and reconstructing small numbers, and this work, in connection with objects, will develop in the primary pupils a common-sense knowledge of numbers which the students of the higher grades often lamentably lack.

I felt pleased in the hope of being able to make the amendments alluded to and happy in anticipation of the comfort they would bring to both teachers and pupils, when I suddenly discovered that a course of studies had been prepared under the direction of the Committee on Classification. In many points the new course did not differ very materially from the courses previously prepared by me; but the differences were in the wrong direction. They *increased the work where my amendments would have diminished it*. To be sure I was asked to be present at the reading of the copy, but I soon found that my suggestions were, in most instances, without weight.

Since writing the foregoing my attention has been drawn to the following notes clipped from the *London Standard*, and quoted from Mathew Arnold's

report upon elementary education in England. I am pleased that my views agree with Mr. Arnold's:

"The truth is that we have been trying to force too much upon the child in early years, to produce results without laying a sufficient ground work, and the pecuniary benefit to the school and to the teacher has been obtained at the cost of the real instruction of the child. The children do not understand what they learn, and teachers urge that they have no time in which to make explanations. This is not education at all, and it is well that public attention should be concentrated on the point, because the remedy may be easily found, and teacher and scholar be thus brought into more pleasant relations. Another point of infinite importance in English education is to train the teaching in all the schools into such harmony that one school may serve as a stepping-stone to another more advanced, so that those who are gifted naturally may pass from lower to higher schools, until they reach the University."

The other complaint—"It takes my child too long to learn enough to enable him to make a decent living"—is, in my opinion, well founded. Eight years is too long a time to spend in acquiring the modicum of useful knowledge possessed by a graduate of the first grade. If this period can be shortened without injury to the pupil, if this work of eight years can, in most instances, be performed in six years, then, there would be not only a great saving in time for both parents and pupils, but a corresponding saving in expenditure for the city. Can this saving be made, and if so, how? I say it can, in the following manner:

First—Reduce the number of grades in the Primary and Grammar Departments from eight to six. Second—Let the time for completing the work of each grade be one year or a year and a half, according to the proficiency and natural ability of the pupil. Third—Promote from class to class every six months. For many reasons this plan would work much better than the present system of annual promotions. Now the effort is made to promote all, dull and bright alike, when they have passed a year upon the work of the grade. Under the method suggested, the bright pupil has the opportunity to do in a year the work for which his slower comrade requires a year and a half. The child who can do this every year will save two years and, it is safe to say, that none of the ordinary children will require one and a half years for the work of *every* grade. Both the precocity and slowness of ordinary healthy children run by periods. Bright infants are often made artificially dull and stupid by having too many things, and too much of each, crowded upon their attention in a short space of time. Children whose inherited inclinations constantly lead them to look for reasons and causes, often are slow and appear dull, but become brilliantly rapid when supplied with the satisfaction for which their minds yearned. It pays to allow such children six months extra time in the lowest grade and, if necessary, in the next. They will not need extra time in the higher classes. It ought to be easy to see that in addition to the value of this plan as a time and money saver, it is much more elastic and better suited to the varied capabilities of children drawn from all classes and stations of life, than that now followed. The elasticity would be increased and the time and money saving made greater if each class were arranged to

consist of two consecutive grades, for then, without at all disturbing the general order and classification, the teacher might, *at any time*, promote deserving pupils from the lower to the higher division of the class. Of course, it is almost unnecessary to say that, under the ruling scheme of but one grade for each teacher, promotions, except at stated periods when the entire Department is re-modeled, would destroy the numerical balance of the classes.

I have heretofore given my views in opposition to the common opinion, that the management of a class consisting of two grades is much more difficult than that of a class containing but one grade. I now ask special attention to the following letter in support of these assertions :

VALLEJO, May 1, 1886.

Joseph O'Connor, Deputy Supt. of Public Schools, San Francisco—

DEAR SIR: For three years past the grammar schools of Vallejo have been arranged with two grades in each room. The teachers have all had experience of years with one grade in a room, and now three years of experience with two grades in each room, and all prefer having two grades; not one would willingly change to the one-grade arrangement.

C. B. TOWLE,
Prin. High School.

A RETROSPECT.

In writing this, the last report for my term of office, I naturally look back to see what improvements I have been able to effect and what good I can yet compass for the Department by my parting advice. Knowing, as I do, that the proper inspection of our schools and training of our inexperienced and unskilled teachers — not to speak of the difficulty of undoing habits which custom has made second nature — would require the careful thought and constant services of at least five persons of my ability, I am highly gratified at some of the improvements which have taken place during the present administration. The advancement in the use of language has been most marked. It stands, in my opinion, in direct proportion to the disuse of grammatical technicalities. The improvement in the penmanship of the Primary schools has also been very great. I think we may fairly boast that the writing of our lower grades is not surpassed anywhere; but here I regret to have to acknowledge that this improvement is not always continued through the higher grades. I think the scribbling on slates and the frequent written examinations for drill, when the penmanship is generally considered of little or no consequence, are the main causes of this falling off. Geography, I am happy to state, has very generally been changed from a source of annoyance and irritation to a means of useful entertainment. History and the study of common things have been taken up in the light of the general lessons they convey rather than as masses of detached facts.

I cannot too highly praise the promptness with which most of the principals and assistants have followed suggestions, the willingness and fairness with which they have tried experiments, against which they often were

prejudiced, and the heartiness with which they have dropped pet methods and taken up others, regardless of the difficulty of carrying them out, whenever they believed the new plans to be for the better interest of the pupils.

I have lately met the best representative educators from all parts of the Union, and I have no hesitation in asserting that there is no city of this country furnished with a better corps of teachers than San Francisco and, with a few common sense improvements in the law, I believe that our School Department might easily be made the model one of the United States.

It is very tiresome to me to hear persons who have no connection with our schools and who, even if they had, would be very poor judges of their condition, rant eternally about our many incompetent teachers and ask why Directors do not dismiss them. Our Department employs many young and inexperienced teachers—perhaps too many, but it does not contain many incompetents and still fewer who cannot be made competent. One of the proper offices of the School Director is to make the untried teachers, on whom he bestows positions, successful. If he cannot do this, he should be slow in deciding upon the unworthiness of others similarly appointed. From the report of the Commissioner of Education and otherwise, I have pretty exhaustively studied the educational condition of all the important cities of the country, and I find one fact which proves very conclusively that San Francisco ranks among the very foremost in the excellence of her public schools, and that is that she ranks among the lowest in the number of her children attending private schools.

The promotion of undeserving pupils at the solicitation of parents since the discontinuation of the annual examinations, was an act of weakness which could not have occurred if we had a Board of Inspectors, or a Board of Education able and willing to examine the classes. The poor standing of many of the schools, as shown by the May examinations, was the direct result of the mismanagement referred to, and does not argue either dull pupils or poor teachers.

THE NORMAL CLASS.

Of the various reforms attempted during the past four years, none gives me greater satisfaction, because none has been more successful and none will be more far-reaching in its beneficial effects, than that brought about by the reorganization of the City Normal Class.

Three years ago the young ladies of the Normal Class may be said to have had no practice in teaching. With the exception of about two weeks annually, when they visited Grammar, Primary and Kindergarten Schools to observe the methods there pursued and returned to their classes to write caustic criticisms of what they had seen, the student teachers gave their entire time and attention to the improvement of their scholarship in the neglected studies of the grammar schools and to the study of educational theories. Early in my term of office I requested the then Committee on Classification to make

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two divisions of the class, and send each in turn, for a month at a time, to assist in the instruction and management of our lower grades. Having been opposed by Principal Swett and the lady in charge of the class, I was, for the time being, unable to carry my point; but afterwards, when several Directors wished to accommodate their friends by admitting young ladies to an already overcrowded class, my suggestion was acted upon, that room could be found by making three equal parts of the entire enrollment and keeping each division for a month at a time, constantly employed in learning to teach and govern primary and grammar classes.

Mr. Swett and the teacher soon found that it was inconvenient to keep two-thirds of the class studying while but one-third was teaching, and asked that my original plan of having each *half* of the class teach and study, alternately, be put in force. This method, followed ever since, gives entire satisfaction.

A circular, dated July 23, 1884, was issued, giving full directions to Principals as to the treatment of the student-teachers and the manner of reporting upon their progress. This circular of about twenty lines was reprinted in the Superintendent's Report for 1883-4, so that all the teachers should have an opportunity to understand its requirements; but, I am sorry to say that even at this late date, some of our Principals appear unable to follow the plain directions given therein. I would remind a very few of our Principals that the student-teachers are not sent to schools to do clerical work, but to learn to teach, and that it is not only unjust to these poor girls themselves but to the city which pays for making good teachers of them, to require them to forego one hour's practice in the class-room.

The other great improvement which I have been permitted to make in the management of this class, has been the granting of credits upon the reports sent monthly to this office by Principals, in relation to—"student's readiness in following directions; power to interest pupils, and natural ability as an instructor and disciplinarian." Of the one thousand credits which it is possible for a student-teacher to obtain in her graduating examinations, three hundred are allowed upon the reports of the five or more Principals in whose schools she teaches during the year and two hundred are given as the maximum in the examination upon theory of education, thus putting pedagogical knowledge and ability upon an equality with scholastic attainment—a thing done all too seldom in examinations for teachers' certificates.

In my report for 1883-4, I recommended the extension of the course of training of the Normal class from one to two years and also that (page 24)—"During the second year, substitutes might be drawn from the teaching division of the class, and the Board should adopt a rule that all vacancies open to inexperienced teachers should thereafter be filled by graduates of the Normal class only."

The first part of this recommendation has been carried out. I earnestly hope the second and third parts will be.

If the present organization and methods are continued in our city Normal school it is not too much to say that it will, in the very near future, turn out the best trained young teachers to be found in California, and I prophesy that they will very soon have the choice of the very best positions offering on the entire Pacific coast.

KINDERGARTEN WORK.

Early in 1884, at my suggestion, Mrs. Kincaid, the lady in charge of the Normal Class, employed a young lady to instruct the students in the games, songs and general work of the Kindergarten schools. This instruction was at first given to the student-teachers on Friday afternoons only. After a time I was able to procure an order directing the members of the Substitute class to attend the lectures, and finally, the present Board employed the lecturer permanently to visit the lowest grades and give kindergarten-lessons to the pupils in the presence of the teachers.

In my report for 1882-3 the following passage occurs :

"The economists of the press and the wealthy tax-payers who do not patronize the public schools could never be expected to permit the establishment of infant schools on the kindergarten plan as a part of our system, but I do not believe they would object to the introduction of kindergarten methods into the lowest primary classes at an expense of \$125 to \$150 per month. The young ladies of the Normal Class, the members of the Substitute Class and the teachers of the Eighth grades should have this training, and one competent kindergarten instructor at the salary indicated, could give it."

I feel complimented by the attention my recommendations have received ; but I would call attention to the fact that I proposed to the Board the training of the *teachers of the Eighth grade classes* as kindergartners. When the Friday afternoon lecturer of the Normal and Substitute classes was elected to a permanent position in the Department, I would have increased her usefulness by having her train the teachers of our receiving classes (generally young ladies of no professional experience) in the various branches of kindergarten work, and I would have changed the course of study so that the instruction and methods pursued in these classes would be almost identical with those of the best kindergarten schools. The different disposal of the kindergartner's time and the preparation of the present course of study by some other person or persons, have prevented me from making these and other improvements which my close observation of the working of the Department and an earnest study of its wants had suggested.

RECOMMENDATIONS.

While thanking this Board and the preceding one for having followed my advice in so many matters of great importance to the Department, I would respectfully call their attention and that of the new Board soon to be elected, to the following recommendations either partially or not at all acted upon :

Deputy Superintendent's Report for 1882-3.— 1. A competent Board of Inspectors should be appointed. 2. Our young teachers should be supplied by the city Normal Class. 3. The teachers of our Eighth grades should be trained as kindergartners. 4. "The first school year should be devoted to the kindergarten work under teachers trained as previously suggested." 5. "*Every teacher in this Department should be compelled, without loss of salary, to visit at least two schools other than his own every term.*" (My recommendation that Sec. 22 of the rules be amended to read: "Teachers shall visit annually at least two schools other than their own, their absence not to exceed one day in each term," was opposed, but under the new rule—"Vice-Principals and assistants shall be required to visit other schools in the Department one-half day in each term." As I foresaw, these visits are very beneficial, but they would be much more so if the time were not so short. I renew my recommendation.) 6. "A city ordinance should require police officers to ask children why they are not at school, and, if they claim to be working, to accompany them to their places of business, and, in case the information should prove false, to lock the truants up." 7. "I would recommend that instruction in Spanish be given in the Cosmopolitan schools." 8. *Report of 1883-4.* "I would also suggest the propriety of admitting to the advantages of the Normal class a few young men." 9. That the Evening schools be free to all persons over fourteen years of age. 10. That the State Library allowance be expended according to law in supplying the schools with maps, reference books, supplementary readers, etc. 11. That inexperienced teachers entering the Department be put in charge of Sixth and Fifth grade classes, and that the provision of the State Law which says—"Beginners shall be taught for the first two years by teachers who have had at least four years' experience; and such teachers shall rank in point of salary, with those of First grade"—be complied with. *Report of 1884-5*—12. "Of course, the proper way to avoid complications and at the same time give the Inspectors that independence without which they cannot be efficient, is to turn over the business affairs of the schools to the Supervisors or to the Board of Public Works, and appoint a Board of Inspectors—that is experienced teachers—as a Board of Education." 13. "Now while I willingly admit that which so many deny, namely, that it is necessary to have lawyers to make laws, I would suggest that when the next Freeholders' ticket is made up, it might be well to place some one thereon to represent the forty odd thousand children and seven hundred and ninety teachers on the rolls of this Department."

I would now suggest that the Union St. Experimental School (Kindergarten) be discontinued, and that the teacher be at once employed to train the teachers of the receiving classes in the Kindergarten system. The teacher, Miss Stoveall, is entirely competent to do this work, and the children can be accommodated in the charity kindergartens conducted in the same building. This change would cause a money saving for rent, supplies, etc., of about \$60 per month to the Department.

In every instance good and sufficient reasons for these recommendations are given in the reports quoted. Indeed in one instance, that of the misapplication of the State Library Fund, I have shown that the Board is liable to prosecution for misdemeanor.

SUPPLEMENTARY READING.

There have been so many rumors founded or unfounded in regard to book rings, contract "jobs," etc., and it has seemed so much easier for agents to convince Directors as to what books, etc. are best for teachers and pupils than for teachers to obtain the helps of this kind which *they* considered best, that our Principals seem to have given up all hope of obtaining the Library allowance—\$50 per annum for every thousand children enrolled—to which they are legally entitled, and which is intended to be spent in every school for the reference books, etc., there most needed.

We have eight grades in our primary and grammar schools. As reading matter for these eight grades, we have five readers, of what teachers are united in considering the poorest quality. These readers have been going the rounds of the Department for seventeen years. Children and teachers know them by rote. This is about the only way anything can be known of them. The teachers are puzzled to discover whether the children read or repeat from memory. When the State series come to hand we shall have three readers for eight grades. Think of fifty or sixty children reading aloud at least two hundred times a year from one-half of a small uninteresting book, remarkable only for difficult spelling exercises, and generally inapplicable definitions! Is it any wonder that they at last become indifferent to the subject matter, and, having no supplementary reading, fly to dime novels for relief? Principals, as a unit, want supplementary reading matter; but they feel that if they would have it, they must pay for it themselves. Now, I say that half of the money which is annually illegally diverted from the Library Fund would purchase a circulating library of supplementary reading which would cure the evils mentioned above, by constantly arousing the interest of the pupils and thus fostering in them the habit of giving attention to what they read.

Several of the lately published readers are excellent in every respect, and a dozen sets passed around from school to school would do much to improve not only the reading, but the thinking powers of our children. There are many excellent periodicals, such for example as the "St. Nicholas," which would furnish entertaining reading for the Grammar and higher Primary classes, and there are others, like the "Popular Science Monthly," which would awaken more thought among High School pupils than any of the studies they now pursue. I think also there should be a reference library for teachers, well stocked with works on education and supplied with copies of the latest school text-books, which publishers who believed in their publications would be glad to supply free of cost. All this could, I am sure, be

accomplished for about \$2,000 a year, an amount well within the legal provision. Such a library should also contain the reports of Superintendents and public school officers, not only of the United States, but of the entire civilized world.

OBJECT TEACHING.

One year ago, as Chairman of the Executive Committee of the State Teachers' Association, it became my pleasing duty to further, by every means in my power, the scheme proposed by Mr. Raymond for a State exhibit of school work at the annual meeting of the Association held at San Jose. I had to act with considerable tact to induce San Francisco to contribute; but I venture to say, our schools have seldom done anything that has led to more beneficial results.

When the materials sent to San Jose were returned, Dr. Deane, the Chairman of the Committee on Classification, with admirable adroitness, embraced the opportunity to establish a permanent exhibit of the San Francisco schools. The interest taken in this exhibit, not only by teachers and parents, but by the school children, is the best proof of its educating power. Besides the ordinary school work—compositions, written examination work, drawing, clay modeling, etc.—the industrial work of the pupils is, in some instances, really wonderful.

Outside of the diffusion of useful knowledge by means of such exhibits, their great value lies in the lesson they teach both teachers and pupils, that what their fellows have done they may do.

CORPORAL PUNISHMENT AND TRUANCY.

In my report for 1882-3, I gave as the great causes of corporal punishment:

1. "Improper teaching; unskillful, because it excites no pleasurable emotions in the child."
2. "Nervousness and irritability on the part of the teacher."
3. "Natural restlessness or viciousness of the pupil."

I re-assert that these are the great causes of corporal punishment, and with some allowance for extraordinary cases, I have no hesitation in saying that these three causes may be reduced to one, namely: "improper teaching." In most instances that is the cause of the other causes. About a year and a half ago the present Board, or at least a majority of it, decided to arbitrarily prevent corporal punishment by issuing an edict prohibiting it. After a great deal of argument, pro and con, the following rule was agreed to:

"SEC. 10. Corporal punishment shall be resorted to only in extreme cases, when other means fail to secure obedience. No cruel or unusual punishment shall be allowed, and no corporal punishment shall be inflicted in the High Schools *nor upon girls in any of the schools of the Department*. Corporal punishment may be inflicted by Principals *only*, but teachers in de-

partment classes shall be allowed to use corporal punishment in the presence of the Principal. No blow shall be struck on the same day on which the offense is committed."

The clause exempting girls from corporal punishment was inserted at my earnest solicitation.

In my report for 1882-3, before the enactment of the foregoing section, I furnished statistics showing that the number of punishments inflicted monthly varied in different schools from 1 in 3 to 1 in 561 of the pupils in attendance. Since the passage of the section quoted above, no such diversity exists, and no doubt the authors of the rule believe it has done a "world of good." Well, I believe it has ; but I fear that in some instances, it has done a "world of bad" also. The schools in which corporal punishment was always rare, because of interesting instruction, psychological knowledge, and hence kind but firm management, continue as of old. The teachers of those in which corporal punishment was frequent formerly, finding that they had to appear better, found other modes of torture, in some instances, and in many others, just let everything go, or, by continued suspensions, drove the troublesome children out of school. The consequence is, that the proportion of unemployed children strolling about the city acquiring lazy and vicious habits, is, in my opinion, greater than ever before. Before we can well consider that great conundrum: "What shall we do with our boys?" (and girls too), we should endeavor to supply the following great wants:

1. Wanted, in all public schools, teachers—Principals especially—who can make school work interesting as well as valuable.

2. Wanted a city government that will compel the parents of idle children to send those children to school, and that will assume the guardianship of children whose natural guardianship is defective or wanting.

If we wish to keep our jails empty, let us see that our schools make useful, and hence good citizens.

I am opposed to corporal punishment except when it furnishes the best means of correction ; but I believe it can only be reduced to a minimum by the best teaching, or by substituting frequent suspension for it, and, where the home government of the pupil is poor, the latter expedient is apt to lead to the very worst results.

I think that the teachers of grammar classes should be permitted to inflict corporal punishment, providing the Principal were empowered to withdraw the privilege whenever he felt satisfied that it was abused.

AN EDUCATIONAL ARTICLE FOR THE PROPOSED CITY CHARTER.

In anticipation of the election of a Board of Freeholders to frame a charter for the city, I have, in conjunction with some of our ablest and most experienced teachers, prepared a proposed educational law of which the following are the salient points :

1. The School Department shall be under the control and management of a Board of Education, which shall be composed of the Superintendent of Public Schools for the City and County, and of four School Commissioners to be appointed by the Superior Judges of said City and County as hereinafter provided; *provided*, that if in 1890 the population of the City and County shall have reached 300,000, one additional Commissioner shall be appointed, and whenever thereafter the decennial census shall have shown the population of the City and County of San Francisco to have reached 350,000, 400,000, 450,000, etc., an additional Commissioner shall be appointed for every such increase of 50,000 inhabitants over and above the 300,000 aforesaid.

2. School Commissioners shall be appointed for a term of four years, by a majority vote of the entire bench of Superior Judges; provided that the first body of Commissioners appointed shall so classify themselves by lot, that one of them shall go out of office in one year; one, in two years; one, in three years; and one in four years.

3. School Commissioners must have had at least ten years of experience in teaching, five of which must have been in the public schools of this State.

4. * * * * *

They shall each receive a salary of ——— per annum.

5. They shall not be interested either directly or indirectly in any supplies furnished or work done for the School Department.

POWERS, ETC.

7. * * * * *

provided, that no teacher shall be dismissed except for sufficient cause, which shall be determined by said Board after giving the accused teacher due hearing in his or her defense.

8. To approve plans for school buildings and for repairs to school buildings, which plans must be submitted to them by the Architect of the Common Council or of the Board of Public Works.

9. To visit and examine at least twice in each year every class in the School Department.

10. To make and enforce all necessary laws and regulations * * * * * for carrying into effect the School System, and for the care of children between the ages of six and fourteen, without lawful occupation, who may be found wandering about the streets or in public places.

11. To provide for the prompt payment, on the 1st day of each month in every year, of all salaries due and allowed teachers and other employees of the School Department.

12. To borrow, giving salary warrants as security therefor, at a rate of interest not greater than three-fourths of one per cent. per month, such sums of money as may be required to pay teachers' salaries during periods of temporary exhaustion of the School Fund.

13. To prepare annually and submit for the use of the Common Council on the 1st day of May, or within five days thereafter, a list of supplies required by the School Department for the ensuing fiscal year * * * * and to make requisitions upon the Common Council for supplies from time to time as they may be needed.

14. Any school officer, or other person officially connected with the School Department or drawing a salary through the Board of Education, who shall, while in office or drawing such salary, be interested either directly or indirectly in any contract, payments under which are to be made in whole or in part out of money derived from the Common School Fund, or raised by taxation or otherwise for the support of the public schools, shall be guilty of felony, and this provision shall not be construed to relieve such person or persons from any other penalty, but shall be deemed cumulative to other penalties and disabilities consequent upon such acts and offenses.

THE COMMON SCHOOL FUND.

1. The Common School Fund shall be kept in the City and County Treasury separate and distinct from all other moneys, and shall be used for school purposes only in the manner specified in this charter * * * *
If at the end of any fiscal year, a surplus remains in the Common School Fund, such surplus money shall be carried forward to the Common School Fund of the next fiscal year, and shall not for any purpose whatever be diverted from said Fund.

2. The Common School Fund shall consist of two distinct parts; one of which shall be called the School Tuition Fund, and shall be under the control and management of the Board of Education; the other shall be called the School Building and Expense Fund, and shall be under the control and management of the Common Council.

3. The "School Tuition Fund" shall be used and applied to the following purpose only:

For the payment of all salaries or wages of Teachers, Janitors, School Census Marshals and other persons who may be lawfully employed by said Board in or for said School Department.

4. The "School Building and Expense Fund" shall be used and applied for the following purposes, to wit:

1st. For supplying the schools with fuel, water, apparatus, blanks, blank-books and other necessary appliances together with text-books for indigent children.

2d. For lighting school rooms and the offices and rooms of the Board of Education and of the Superintendent, and for other incidental expenses of the Department.

3d. For supplying books, printing and stationery for the use of the Board of Education.

4th. For the rent of any real or personal property hired by the Board for the use of the Department.

5th. For the purchase of sites for school buildings.

6th. For the erection and repair and furnishing of school buildings.

7th. For the discharge of all legal incumbrances existing on any school property.

8th. For the payment of interest accruing on school bonds and for the redemption of the same, etc., etc.

DEMANDS ON THE TREASURY.

5. * * * * * and the Auditor and Treasurer are respectively authorized to audit and to pay the same when so approved and ordered paid by the Board of Education or by the Common Council; *provided*, that neither said Board of Education nor said Common Council shall have the power to contract any debt or liability in any form whatever against the City and County in contravention of this charter; and *provided further*, that the allowance or approval by the Board of Education or by the Common Council of demands not authorized by this charter, shall be no warrant or authority to the Auditor or Treasurer to audit or pay the same.

OF THE SCHOOL TAX LEVY.

1. The Board of Education shall, on or before the second Monday in April of each year, report to the Common Council an itemized estimate of the amount of money which will be required during the year for the purposes to which the "School Tuition Fund" must be applied.

Said estimate shall not exceed the sum of twenty-five dollars for each pupil in actual monthly attendance as shown by the report of the Superintendent of Common Schools for the year ending December 31st, next preceding.

The Common Council must include in the tax levy such an amount as when added to the estimated revenue to be derived from all other sources, exclusive of rents which are to be applied to the redemption of School Bonds, shall equal the estimate made by the Board of Education.

The Board of Education shall, at the same time, make an itemized estimate of the amount of money which will be required for the purposes to which the "School Building and Expense Fund" must be applied. Said estimate shall be subject to the approval of the Common Council, and may be in part or as a whole included in the School Tax Levy.

OF SCHOOL PROPERTY AND SUPPLIES.

1. The same as Chapter VIII in Charter of 1883, omitting last sentence.

2. The Common Council shall, in addition to the powers and duties hereinbefore mentioned, exercise and perform the following powers and duties relating to the Common Schools:

1st. By and with the consent of the Board of Education, purchase or sell real estate when necessary.

2d. Rent and provide schoolhouses and furnish them with proper furniture, appurtenances and school appliances.

3d. Receive, lease and hold in trust for the city and county any and all real estate and personal property that may have been or hereafter shall be acquired for the use and benefit of the schools of said city and county.

4th, 5th, 6th, 7th. In accordance with provisions on pages 91 and 92, Charter of 1883.

8th. To expend the "School Building and Expense Fund" for the purposes hereinbefore specified; *provided*, that school buildings shall be erected by the Board of Public Works, according to section 1 of this chapter.

The omitted portions are generally in accord with the provisions of the Charter of 1883.

The general scheme is to put the educational affairs of the Department in the hands of a salaried Board of Education, who shall also be a Board of Inspectors, and to place the building and repairing of schoolhouses, etc., and the contracting for supplies and other material in the hands of the Common Council. By this method, educators will have charge of the educational, and business men of the business, affairs of the School Department.

Some plan should also be provided for in the charter by which the clerical work of preparing salary warrants would be materially lessened.

I would recommend that a sheet of blank warrants—one for each employee—be filled out and certified to by each Principal, two days before the close of every month; that the warrants so prepared be audited and signed by the proper officers; and that the amounts due the different schools be taken thereto in sealed packages by the Truant Officer or other persons or persons designated for that duty, who might be placed under sufficient bonds.

It was my intention to have given a detailed plan of the method of conducting kindergarten work in the lowest grades; suggestions relative to instruction in the leading common branches, especially in the lower grades; sample programmes for all the classes, and a tabulated statement showing the salaries paid teachers and other skilled and unskilled laborers, the percentage of taxation, the amounts expended in building and repairing schoolhouses, the manner of electing School Boards and Superintendents, etc., etc., in nearly all the cities of the United States of over 20,000 inhabitants; but in the interest of economy, I am obliged to shorten this report by omitting these hints, no matter how beneficial they might have been.

Respectfully submitted.

JOSEPH O'CONNOR,
Dep. Supt. of Common Schools.

REPORT OF THE PRINCIPAL OF THE GIRLS' HIGH AND NORMAL SCHOOL.

SAN FRANCISCO, August, 1886.

ANDREW J. MOULDER, *Superintendent of Common Schools:*

DEAR SIR—In accordance with your request, I hereby submit a brief report of the Girls' High and Normal School for the school year ending June 30, 1886.

JOHN SWETT, Principal.

ANNUAL STATISTICS—1886.

Whole number of pupils enrolled during the year.....	910
Average number belonging.....	754
Average daily attendance.....	713
Per cent. of attendance.....	96
Number of school days in the year.....	209
Whole number of teachers.....	19

GRADUATES OF THE GIRLS' HIGH SCHOOL.

The Graduating Class of 1886 numbered 189. The following table shows the number graduated annually since the organization of the school:

1865.....	20	1876.....	90
1866.....	13	1877.....	101
1867.....	34	1878.....	154
1868.....	33	1879.....	186
1869.....	18	1880.....	205
1870.....	35	1881.....	187
1871.....	36	1882.....	170
1872.....	31	1883.....	159
1873.....	50	1884.....	215
1874.....	54	1885.....	179
1875.....	88	1886.....	189
Total.....			2247

NINETEENTH ANNUAL COMMENCEMENT EXERCISES OF THE
SENIOR CLASS OF THE GIRLS' HIGH SCHOOL, AT THE
GRAND OPERA HOUSE, TUESDAY, MAY 20, 1886.

ORDER OF EXERCISES.

D. R. C. T. DEANE, CHAIRMAN CLASSIFICATION COMMITTEE, PRESIDED.

1. Introductory Address by the President of the Board of Education.....Hon. Ira G. Hoitt
2. *Song, "Hark to the Rolling Drum".....Bishop
3. Essay, "Cobwebs".....F. Mabel Barrows
4. Maiden's Spring Song.....Gumbert
5. Essay, "Why".....Lillian Stark
6. Song, "Chatter Chorus".....Rosewald
7. Essay, "Learning".....W. Augusta Hobe
8. Song, "Ring on Ye Bells".....Abt
9. Essay, "Imagination".....Florence P. Morrison
10. Song, "The Wood Nymphs".....Smart
11. Essay, "The Seniors".....A. Elizabeth Crane
12. Essay, "Common Sense".....Ada L. Wynn
13. Song.....Two Waltzes
14. Presentation of the Class to the Board of Education by the Principal, John Swett.
15. Delivery of Diplomas by the Superintendent of Public Schools, Hon. Andrew J. Moulder.

*The songs were selected and the pupils were trained by Professor Rosewald.

HONORARY ESSAYS.

1. "Conquerors".....Jennie A. Hooper
2. "Shadows".....Mary Quinby
3. "Human Nature".....Mona Brown
4. "Horizons".....Annie Wyatt
5. "Explorers".....Nellie G. Walsh
6. "Mirrors".....Sara Hickey
7. "The Prose of Life".....Lillie C. Helbing
8. "Being Serviceable".....Tillie Selig
9. "Work-baskets".....Hattie B. Foye
10. "Count that Day Lost".....Mary McGowan
11. "The World's Recent Losses".....Alice Adler
12. "Economy".....Veronica Derham
13. "Once Upon a Time".....Amy E. Cotrel
14. "The Observing Eye".....Edith Moulton
15. "The Roman Deities".....Estelle Suret
16. "The Enchanted Mountain".....Mary A. Faull
17. "The Worlds We Live In".....Emma Smithson
18. "Influence of Poetry".....Mary Ruef
19. "From Here to There".....Gertrude Kellogg
20. "Thought".....Lulu Heacock
21. "Flower Fairies".....Florence Richardson

GRADUATES.

Adler, Alice	Friedman, Ida	Levy, Helene
Adler, Eugenia	Garrity, I. Nellie	Latham, B. Addie
Aphel, C. Emma	Goldsmith, Fannie	Lichtenstein, Miriam
Ahern, Josie	Graham, M. Agnes	Ludlow, Lulu
Alexander, Rachael	Gilchrist, Cecil	Martin, Jennie
Altmayer, R. Belle	Gillespie, H. Jennie	Mason, Alice
Anderson, C. Eva	Gurry, E. Mamie	Mosgrove, Bessie
Anthony, A. Carrie	Greenbaum, Helen	McGowan, Mary
Babcock, O. Harvie	Griswold, E. Delia	McLea, Mary
Baron, Josephine	Grubb, Rosa	Moran, R. Mary
Barrett, G. Saretta	Gilmore, E. Christiana	McCune, Laura
Barrows, F. Mabel	Gillespie, P. Harriet	Morrisou, P. Florence
Bemis, Lillie	Greenbaum, Millie	Malline, Alice Mary
Brown, Frances	Gregory, Birdie	McQuaid, Bessie
Blach, Rosalie	Gould, L. Carrie	Moulton, M. Edith
Bloomington, Hattie	Grant, Josephine	Moxley, Gertrude Jessica
Booth, C. Amy	Gumaer, Sarah	Murray, Gertrude
Braverman, Guda	Hooper, A. Jennie	Martin, F. Emma
Browne, Mona	Horn, A. Lizzie	Morris, Josephine
Bernard, A. Helena	Husselman, I. Ella	Mackey, Nellie
Bley, R. Minnie	Harrold, Louise Mamie	Moldrup, C. Augusta
Broadfield, Cornelia	Hart, Cornelia Frances	Nolan, M. Philomeua
Brougham, Lauretta Maggie	Helbing, C. Lillie	O'Day, Teresa
Blake, May Laura	Heller, G. Carrie	Orr, C. Aunie
Cotrel, E. Amy	Hickey, Sara	Perkins, A. Gertrude
Crittenden, K. Ada	Honigsberger, Belle	Perry, M. Belle
Chappelle, S. Lulu	Hyman, Sadie	Pyne, Julia
Chenery, S. Marion	Hyman, Hattie	Paget, E. Georgie
Cornelius, May	Hatman, I. Josephine	Phillips, M. Rebecca
Curtis C. Helen	Hayes, A. Alice	Quimby, J. Mary
Cookson, Annie	Hennessey, A. Mary	Quinn, J. Mamie
Crowley, I. Margaret	Hobe, W. Augusta	Richardson, J. Florence
Charmak, Rebecca	Harrigan, Adele	Ruef, Mary
Clayburgh, Delia	Hutton, Anna Sophia	Rowe, Belle Jennie
Conley, Mary	Hanly, Nora	Reye, Hermione
Crane, A. Elizabeth	Heacock, Lulu	Roberts, Helene Grace
Collins, Grace Eva	Hutton, Alice	Roturier, E. Engenie
Cnopius, M. Gertrude	Holmes, I. Nellie	Raphael, Viola
Davies, A. Cordelia	Jacobs, Leah	Rosenfeld, Flora
Dick, B. Hattie	Jones, F. Annie	Shepson, E. Eva
Dowling, M. Emma	Joseph, E. ^a Augusta	Silva, M. Alice
Derham, Veronica	Jacobs, A. Nellie	Sloan, M. Maud
Douglas, R. Jean	Judd, M. Gertrude	Smith, Irene Ella
Doane, C. Ida	Kent, F. Margaret	Strauss, Sarah
Douthitt, V. Jennie	Keane, Josephine	Sankey, F. Mabel
Eichbaum, May	Kellogg, Gertrude	Smedburg, H. Helen
Fuller, A. Bertha	Kline, B. Irma	Smithson, Emma
Falk, Maud	Kalisher, Emma	Speyer, Olga
Foley, C. Mary	Krogh, J. Fannie	Shepard, R. Henrietta
Farrell, M. Alice	Kiernan, M. Ellie	Shaw, E. Flora
Foye, Belle Hattie	Lafaille, Roselia	Scott, Mirele
Fauli, A. Mary	Lorigan, F. Mary	Sorge, Elizabeth
Furth, Amy	Low, C. Cora	Scale, Mabel
Friedman, Esther	Lyons, L. Ida	Shillecock, Carolin

GRADUATES—CONTINUED

Squire, A. Henrietta	Stark, M. Lillian	Wright, Lee E. Roberta
Shattuck, C. Alice	Stump, W. Mabel	Walsh, E. Debora
Snowgrass, M. Lilly	Stump, A. Virginia	Welch, Elizabeth
Solomons, R. Adele	Treanor, Emilie Gertrude	Walsh, G. Nellie
Stoddard, W. Grace	Troy, Lillie	Wynn, L. Ada
Sweet, Estelle	Webb, E. Sara	Wade, Elsie
Selig, Edna Tillie	Wyatt, Annie	Walsh, Mamie
Saalburg, Julia	Watson, Maud	Worden, E. Harriet
Saalburg, May	Whitney, Mae Ella	Wright, Estelle

NORMAL DEPARTMENT.

At the beginning of the school year, the Normal Class of 96 pupils was divided into two equal sections. One section was detailed, for one month, to practical work in the school-room, the members being distributed among the different primary departments of the city. The other section, in charge of Mrs. Kincaid, pursued the studies of the Normal Course. At the end of each month, the sections exchanged places.

At the end of each month, Principals were required to make to the Superintendent a written report on the success of each pupil-teacher. At the end of the year, these reports were examined and credited, 300 credits out of a total of 1,000 being allowed for practical success in teaching.

This plan proved satisfactory. Each pupil was sent, during the year, to five different schools, and was detailed, in most cases, to work in all of the four primary grades. She thus had a good opportunity to observe a variety of methods of teaching and of school management.

A TWO YEARS' COURSE.

By act of the Board of Education, at the beginning of the year, the course of study was extended to two years, providing, however, that members of the class who reached, at the end of the year, at least 80 per cent. on the annual examination, combined with credits given on the reports of Principals as to success in teaching, should be entitled to a second grade City and County certificate.

Under these conditions, all but 16 received certificates; but no diplomas were issued. Of the 70 who received certificates, about one-half will remain during the second year for the purpose of graduating.

The regular graduates of the Normal Department leave school well-equipped for their work. During their two years' course in the Normal Class they have ten months of actual work in teaching. They review and pursue the following studies: Arithmetic, grammar, geography, history, physiology,

book-keeping, kindergarten work, school elocution, and domestic economy. But, before entering the Normal Class, they must have graduated from the High School and have pursued the following studies: Grammar and composition, rhetoric, English literature (for two years), ancient and modern history, algebra, geometry and arithmetic, physiology, botany, natural philosophy, astronomy, zoology or chemistry, elocution and domestic economy.

Moreover, before entering the High School, they must have graduated from the Grammar School in which, for four years, they pursued the following branches: Arithmetic, grammar, geography, history, reading, writing and spelling, composition, and the elements of physiology and natural philosophy.

Finally, the Grammar School course is preceded by four years' work in the primary department.

The entire course before a pupil can receive a Normal School diploma includes a period of thirteen years of school work.

It would seem that a diploma granted on such a course might be taken as *prima facie* evidence on which to issue at least a second grade County certificate.

As a matter of fact, however, our graduates who go into any county in the State, other than San Francisco, are, with two or three liberal exceptions, required to pass examination, notwithstanding the fact that the State Superintendent of Public Instruction has repeatedly decided that County Boards can legally issue certificates on the diplomas of the San Francisco Normal School.

It is a matter both of surprise and regret that so many County Boards, composed exclusively of professional teachers, should systematically harass other professionally trained teachers with interminable written examinations.

In this connection, I wish to say that the section of the school law which prohibits a County Board from recognizing the certificates of any other county is a disgrace to California, and a libel on the men and women engaged in teaching.

KINDERGARTEN WORK.

During a part of the year the Board employed Miss Emma Shaw to instruct the Normal Class in kindergarten song and work. Of the value of this teaching, Mrs. Kincaid, the teacher of the Normal Class, says:

"Our girls' ability to teach the kindergarten songs with motions has done more to popularize the Normal Class than all our other work during the last ten years."

THE HIGH SCHOOL CURRICULUM.

Our course of study is adapted to the wants of our pupils. Of our graduates not one in a hundred desires to enter the State University or Eastern colleges.

All who can continue at school after graduation enter our own Normal Department or the State Normal School at San Jose.

The following remarks will indicate the methods pursued in certain branches:

DOMESTIC ECONOMY.

One of the new branches required by the amended course of Study in the High School is domestic economy. This was pursued in every class in school. The results are satisfactory.

It was discovered that many young ladies, thanks to their mothers, are experts in housekeeping; but, on the other hand, there were some girls who knew little or nothing about household affairs.

On this subject Miss C. L. Hunt, teacher of a Middle Class, reports as follows:

"It has been sagely remarked that very few women pass through life without having, at some time, the happiness of a home dependent upon them, whether the position they hold in the household be that of daughter, sister or wife. It was probably some such idea that caused the Board of Education to introduce into our schools the study of Domestic Economy.

"The hour a week devoted to the study in my own class was, I feel sure, profitably spent. The girls gained a considerable amount of practical knowledge, for which they will undoubtedly find a use in the future, if they have not already turned it to account.

"There were also other gains that I consider not less important. The pupils were led to see that the subject was a science, and, as such, worthy of their consideration; that the chemistry of the laboratory and that of the kitchen are not antagonistic, but supplemental; that no necessary work is, of itself, degrading, for that work which, done for hire alone, might be considered menial, when done for love, and with a desire to increase the comfort and happiness of home, becomes honorable and dignified.

"They became impressed with the idea that the woman, who to her ability to render a sonata acceptably, and read a French work in the original, adds that of broiling a beefsteak perfectly, or preparing a dainty dish to tempt the capricious appetite of an invalid, is no less a lady; and that in this country, at least, 'A lady's work is anything that a lady does.'

"They saw, also, that such knowledge in no way detracts from a girl's mental power, nor does it render her unable to demonstrate a proposition in geometry, explain the precession of the equinoxes, or prepare an able and instructive paper for the class in microscopy.

"In a community like ours, where the glitter of the gold of the newly rich has dazzled the eyes of the beholder and caused a false standard of values to be set up in too many cases, such teaching is useful and necessary.

"So much is expected of the coming woman, that the foundations of her education should be laid broad and deep; and as, to her, in the home and

school, is committed almost entirely the training of the sons, as well as the daughters of our State, she should be able to walk worthy of the vocation wherewith she is called,

"It would seem that another text-book should be found, for while the little one used contains many excellent points, it is written from a purely *English class* point of view, and is therefore not well adapted to our American society and civilization."

NATURAL SCIENCE.

The special instruction in zoology, botany and natural philosophy, given by Prof. Volney Rattan, is exceedingly well done, and the girls take a lively interest in these branches. The following statement by Prof. Rattan will show the methods pursued :

Pupils studying the natural sciences are taught to look upon teachers and text-books as aids to the discovery of facts rather than as sources of knowledge.

In botany the structure of seeds is studied, and their development in germination is observed. Native plants in flower are examined, described and classified. Written exercises with illustrative drawings form a regular part of the work. Pupils are encouraged to study plants in the field and make collections. Several lessons are devoted to our forest trees, particularly those of commercial importance. Zoology is studied in a similar manner. The text-book is not so much studied as referred to for help. The pupil is expected to find out facts rather than to learn what others have discovered. Some common small animal, such as a house fly, a grasshopper or a shrimp is carefully studied for several successive lessons, then books are referred to for more facts, and finally a paper illustrated by diagrams and other drawings is prepared for inspection and criticism by the teacher.

ASTRONOMY.

Three years ago, the study of astronomy was adopted into the course of study. It has proved a most interesting study for the girls. Miss Jewett, a Senior Class teacher, reports as follows :

"One of the most important additions made to our course of study in the past few years is that of astronomy, because it is one of the studies that our graduates look back to with the most pleasure and satisfaction, and because it necessarily widens the horizon of their thoughts more than almost any other study. I can but regret the many years when our former pupils did not have the opportunity for learning how it is that 'The heavens declare the glory of God.'

"As we are soon to have in our State the largest refracting telescope in the world, and the public interest in astronomy is increasing, it seems to me the more important that our pupils should study thoroughly the elements of astronomy.

"We have been greatly indebted each year to Prof. George Davidson and his assistant, Mr. Chas. B. Hill, for invitations to visit Prof. Davidson's observatory in this city, where our pupils have seen the practical workings of the telescope and other astronomical instruments, and have seen many of the wonders of the universe which are invisible to the naked eye."

THE STUDY OF WORDS.

In connection with the study of composition, rhetoric and literature, a thorough study of words has been pursued in this school for the past ten years.

"Word Analysis" includes prefixes, suffixes, roots, definitions and synonyms. The teachers are all united in the opinion that this study is essential as a basis of a knowledge of the English language.

Miss S. E. Thurton, one of the assistant teachers, submits the following remarks :

"In accordance with your request, I respectfully submit the following facts in regard to my experience in teaching word analysis : In our first year's work, during which the difference of the previous culture of the pupils is most apparent, in no study is this more noticeable than in that of language.

"Among the remedies for this unequal development, I have found the language lesson from the word book to be most effectual.

"The interest of the pupil has generally been awakened as soon as the meaning of the difficult words and the means of learning their pronunciation have been grasped, and this interest has been increased as sentences embodying the new thoughts have been formed.

"Next, the words grouped under leading topics have been studied with pleasure, and many additions have been made to the lists, simply from the suggestiveness of the illustrations already there.

"Thus, step by step, a knowledge of new words has been gained, till, at the end of the first year, many a pupil, whose vocabulary was most limited in the beginning of the term, has acquired an ability to express her thoughts that has been truly gratifying.

"This introductory course has been followed by extended lessons on the prefixes, suffixes and roots, most used in our language, and the facility thus acquired in the literal definition of words, has, it is hoped, paved the way for that nice discrimination of the shades of meaning, so necessary in the study of synonyms."

COMPOSITION.

Considerable attention is given to composition during the entire High School course.

The thorough study of *words* and of English literature are efficient aids to English composition.

The written exercises in zoology and botany, as required by Prof. Rattan, form no unimportant drill in the art of expression.

The drill-exercises in rhetoric cultivate the same art.

Added to this are the written exercises in English literature.

Supplementary to all these comes a careful study of grammar.

Once a month, each pupil is required to write a short essay on some subject, selected by herself, to be read before the class.

I take pleasure in submitting the following suggestions from Mrs. C. R. Beals, one of the senior teachers :

Two great objects are to be attained by school education; the ability to think, and the ability to express thought. Many branches studied in the schools, give information, and perhaps to a casual observer, will seem to do that *only*; but by closer attention to the subject, he will find the information gained has little value, if it does not induce thought.

To give thought its highest value it must be expressed, and in order to express it, the thinker must make use of words suited to the ideas, and so arranged in sentences as to present the thought to others as it is in his own mind. This may seem an easy thing to do, but he who makes the teaching of the English language a specialty, knows that it requires a greater insight into the mental powers of the pupil, a stronger sympathy with his nature, the exercise of more patience, and the performance of more labor on the part of both *pupil* and *teacher*, than does the teaching of any other branch pursued in our schools.

Especially is this true in the schools of San Francisco. Here, our population is made up of people from every part of the world, and children come into our schools bearing the impress, in their manner of thought and in their speech, of every nationality on the globe. They are to be citizens of the United States, and must be educated in accordance with her institutions. Culture and power, not ignorance, are the corner-stone of freedom.

Were we members of a community made up of families whose ancestors had for many generations spoken the English language in their homes, our duties as teachers of English would be easy in comparison with what they now are. Indeed, we should be able to begin where now, with a few exceptional cases, we end.

Pupils come to us to pursue the studies in our course, who rarely hear the English language spoken in their homes; some who never hear it there, and others still, who hear it spoken only in the rudest form. Of course, their speech will be marked by the idioms, solecisms, etc., they hear at home; their vocabulary will be limited, their selection of words often inappropriate and their arrangement faulty.

The language of all, old and young, is influenced by association, consequently the language of those coming from homes in which the English is well used, is in danger of being corrupted by association. To counteract this, as far as possible, the teacher must be on the alert to have every faulty

oral expression corrected, and the principle violated stated, in order that the *ear* alone may not be the guide ; for if that were depended upon, bad habits of speech would frequently be confirmed.

Written exercises should also be required ; at one time, of matter gained by dictation, at another by research, and most frequently of all, of original matter, taking care in the last mentioned that the subjects be invariably within the comprehension of the pupils, abstract and trite subjects always being excluded. Pupils should be encouraged to write about matters in which they are personally interested, bringing into action sometimes the descriptive, sometimes the narrative, and sometimes the reasoning powers, and again the combination of these. In description and narration, they should frequently be required to *invent*, thus developing the imagination.

Pupils pursuing the study of rhetoric should be required to embody its principles in their essays, not always in a comprehensive, but in a *special* way ; for instance, in *one*, making *simplicity* the prominent characteristic ; in another, strength ; in another imagery, and so on, until the judgment and taste of the pupil are so developed that he can do creditable work, and appreciate the works of others.

These exercises, judiciously conducted, cease to be a task ; much enthusiasm can be excited, and then they become a pleasure. One word here in regard to the *place* and *time* in which they should be prepared : *At school, in school hours, and under the eye of the teacher.*

I have found that comparatively little benefit is derived from written exercises, unless the teacher personally examines the papers of each pupil, and *with* each pupil. Otherwise glaring faults will be unnoticed ; habits of carelessness be formed, and ignorance of principles pass unperceived. The paper should first be read by the teacher, the faults indicated, but *not* corrected, and then be returned to the writer for correction. After this has been done, the teacher should look at the exercise *with* the pupil, to see whether the work has been properly performed, and to make whatever explanations may be necessary.

Pupils should write more than teachers *can* read. Some of the exercises may be read aloud, criticised at the time of reading by the teacher and the class, and afterwards given to the different members for criticism in all the mechanical points ; as, neatness, spelling, penmanship, etc. When considerable scholarship has been attained, the class may be allowed to criticise the thought, and the rhetorical expression of it.

Sometimes teachers, in order to be rid of the *drudgery* in teaching the English language, rely almost wholly upon class criticism. Such teachers rarely meet with success. *There must be much labor systematically performed by teachers if the success is attained which the public has a right to expect, and one who is not qualified by education, disposition, or in any other respect, should not assume such duties.*

The compositions of a pupil show, more than any other one thing, his scholarship ; and, in most instances, they, more than anything else, give proof of the ability and faithfulness of the teacher.

It would be unreasonable to expect every graduate of our schools to become excellent in composition, for that is the result of natural powers, as well as acquired ; but it is only reasonable to demand that *EVERY pupil promoted from class to class, and finally graduated*, should attain the degree of excellence required in the successive classes, *before* promotion or graduation.

SCHOOL ELOCUTION.

Considerable time and attention are given to training in reading. In the Junior Classes four hours a week are devoted to reading ; in the Middle Classes, three hours, and in the Senior Classes, two hours. The ability to read well is an accomplishment not second to that of music.

MATHEMATICS.

The usual amount of time is given to arithmetic, algebra and geometry, and the instruction in these branches is well conducted.

CONCLUSION.

In conclusion, I take pleasure in bearing testimony to the ability and faithfulness with which the teachers of the school have done their work. I desire, also, to return cordial thanks for the interest that the Board of Education, the Superintendent, the Deputy Superintendent and the School Inspector have taken in the school. Very respectfully,

JOHN SWETT,
Principal of the Girls' High and Normal School.

REPORT OF THE COMMERCIAL SCHOOL.

SAN FRANCISCO, Sept. 18, 1886.HON. A. J. MOULDER, *Superintendent of Public Schools*:

DEAR SIR: I comply with your request, and herewith submit a few brief statements of interest concerning the establishment and growth of the Commercial School:

Art is long and life is short; it is, therefore, not likely that there should be many men capable of excelling in many studies. In one thing one person may become eminent, but a general acquaintance with the outlying domain of knowledge is, in addition, highly expedient. The particular pursuit will be better understood by the enlargement of the information beyond its exact boundaries. In a word, one thing should be attended to and well learned; all other things should be looked at and sported with. *One must be made the business of life; the other should variously occupy its leisure.*

The above quotation, taken from one of the "London Prize Essays," will fully demonstrate the nature of the Commercial School, as its title indicates. Its curriculum will not invite comparison with the narrow limits of a business college, nor does it claim the extended literary horizon of a high school. It responds to the requirements of the wants of the "common school;" it supplies the deficiencies of the higher grammar grades, and continues to impart such additional information as will be of immediate use and incalculable advantage to that largest class of our community—the bread winner. It completes his education for the ordinary business and duties of life.

Many prejudiced persons, and mostly professionals in high standing, have persistently warred against the working-out of this plan, and their influence for the time being was such that instruction for mercantile pursuits was considered by them and their sympathizers degrading in character, and besides, they created the impression that no such practical training can be given in the Public Schools. Nevertheless, after years of trials, the Commercial School was called into existence.

In February, 1884, the experiment was made with a class of thirty-six pupils, who until then had received similar, but not satisfactory, instruction in the Boys' High School. Fortunately every one of those thirty-six seemed to understand how much depended upon his success, and accordingly worked with a zeal which would have given credit to the most intellectual beings. In due course of time fourteen of them graduated with the greatest honors.

It is true the graduates were but few, but diplomas were awarded only to those of the highest standard. That small army became our missionaries for practical education, so far, of course, for business purposes only, but in the near future I shall also endeavor with all my power to extend the same to a number of other technical branches.

In July of the same year the applicants were over one hundred, among them several young ladies. It is evident that as in proportion society improves in civilization, has man increased in respect for woman, and in this enlightened age the informed business man fully recognizes the many valuable services which she can render in the different callings of trade. The girls were admitted on equal terms with the boys. I may be asked: "How did the sexes work together?" I can emphatically reply: "There were grave difficulties to contend with at various times, but the troubles grew less and less as they were brought more and more into contact. A kind feeling and good-will naturally arose among them; they truly became friends, and it was finally more than ordinary pleasure to behold how respectfully they regarded each other, and how business-like they conducted themselves." I am now, with that amount of experience, a strong advocate for co-education; the girls learn self-reliance, and to command respect; the boys become superior in pride and character, and more manly under the proper influence of female companionship. Henceforth the aims and objects of the school became more appreciated by teachers, scholars, parents and the public press. Hearty co-operation was returned from the Honorable Board of Education and all other directions, and complete success was now assured. So patent was the value of this commercial institution that distinguished cognizance was taken of it in the intelligent report of the last Grand Jury. The year closed with an average attendance of 102 pupils.

In July, 1885, the applicants were over two hundred. On account of overwork I was compelled to retire for recuperation, and was not able to return to my post until the following October. During my absence I visited some of the largest colleges in the East and in Europe. I sought new ideas, I found them, and gradually introduced the following changes:

1. Instead of checks, credits and examinations, I inaugurated a system which promotes better discipline and more knowledge. By this plan the entire responsibility rests with the pupil; the teacher in the class can devote all his time to the duties of teaching, and no matter what ordinary offences may occur in the school-room, they do not interfere with the progress of the lesson. To the uninitiated this may seem rather strange, if not doubtful, but let me assure you that we have experimented with the most gratifying achievements.

2. In arithmetic, although the results were by no means yet so productive of good as I should have liked to witness them, we have made considerable advancement. Commercial arithmetic calls for examples of ability only. A great deal of time was devoted to drill in plain figuring, until accuracy

and rapidity were obtained, and the shortest methods for all market calculations were applied. I intend to make a more elaborate statement on our method of teaching arithmetic in my next report.

3. A department in civil government was added for the purpose of promoting American ideas, and making familiar the duties and rights of American citizens.

4. The teaching of the English language by the use of the same, both in speaking and writing. We have frequent discussions in reference to law and contemporary events. Soliciting in connection therewith a liberal criticism in the forms of expression and the language employed, these lessons are not only profitable, but also highly interesting.

No material changes are made in any other department. I was very anxious to make the instruction in Elementary Physics more beneficial, but it could not be accomplished for want of the suitable apparatus. The course of instruction also included Machine Stenography, and although encouraged as much, if not more, than the most favorite study taught in the school, it failed to become popular. After a fair trial of six months, I was compelled to ask for its discontinuance. Marsh's system of phonetic short-hand was substituted, and has given general satisfaction. The term ended with an average attendance of 167 scholars.

At the present there are fully three hundred pupils on the roll, about one-third being young ladies. I must acknowledge that I felt rather uneasy when I beheld so many of the gentler sex applying for admission, but I received the assurance from every one of them, and I am satisfied that with few exceptions they all expect to seek some employment after leaving school; and the great anxiety also displayed on the part of the parents (the mothers in particular) shows conclusively how earnest and determined they are to have their daughters properly prepared for the battles of life. So far *not one* girl has been indolent or troublesome, and "our boys" are more sensible than ever; as a rule they are very industrious and truly mean business—a compliment justly earned. In their attendance they are unusually prompt and regular.

There were at least fifty more applicants who desired to participate in the main studies only, but first of all we had no room for them, and secondly it is not advisable to admit that class of students; they can never become very competent, and therefor I should like to admonish once more all those who entertain similar preferences, that efficiency in any special pursuit can only be acquired through the strong light of collateral studies.

Before closing I am prompted to renew my proposition to have but one daily session, from 8 A. M. to 1 P. M. Whereas, I am fully aware of the few disadvantages, I cannot lose sight of the many advantages which the change would create. The time mentioned for the school recitations is quite enough for all purposes of teaching. The real work—the practice—must be done at home, where every student can seek his place of seclusion, where he cannot be annoyed by classmates of a different order of faculties, where he can

take his own time and reason in his own way! No less than three hours being necessarily required for the daily home work, our pupils and their parents have almost unanimously expressed their wish for this innovation. In other words, they intend to make the proper use of the afternoon, in order that they may not be compelled to prepare their lessons too late in the evenings.

The following is a complete list of our graduates:

AUGUST, 1884.

Bennet, John	Ewing, Daniel	Sheldon, Walter D.
Brown, Frank N.	Milroy, David	Sheper, John H.
Crane, Douglas	Parker, G. P.	Unda, P. A.
Dabovich, G. E.	Rodden, Geo. F.	Werz, J. C.
Dittes, Ernst	Schwartz, Henry	

MAY, 1885.

Bresse, Eugene	Ling, H. A.	Thornton, A. C.
Cline, Martin	Linsley, Howard	Waterman, Jesse
Cohen, Jacob	Hoffmann, Oscar F.	Winkelman, F.
Devoto, James	Holland, W. J.	Van Nostrand, D. C.
Doherty, John C.	McDevitt, E. T.	Anderson, Helen M.
Doherty, Jos. A.	Nis, Edward	Dudley, Nellie
Elwert, Henry A.	O'Keefe, John T.	Ellis, Belle A.
Franklin, David	Pernan, Henry F.	Kirk, Mae
Garren, Benjamin	Rosenberg, M. E.	Lamont, Lillian
Goldsmith, Berthold	Rozencrantz, N.	Rasette, Anna J.
Goldwater, Harry	Schrader, A. W.	Shannon, May W.
Gunzberger, H. L.	Slocum, Harry B.	Sinclair, Lucinda
Lichtenstein, Henry	Siebe, Frederick	Smyth, Kate

DECEMBER, 1885.

Antonovich, D. G.	Laninger, Geo	Straus, Abe
Becker, Joseph	Rosenblatt, E.	Woerner, Gus
Hill, Edward	Ryder, Jas.	Murphy, Kitty
Klatt, Walter	Sheideman P.	Reid, Florence E.

MAY, 1886.

Alferitz, Geo.	Hart, Isidor	Rodda, E.
Anker, G. H.	Hichborn, A. F.	Shirek, Sidney
Christensen, O.	Houston, F.	Sinclair, Lyford
Cornahrens, Henry	Hudson, H. M.	Starr, Geo. A.
Cronin, Jas.	Kessing, Wm. H.	Willis, Harry R.
Dillon, Jno.	Lynch, Peter	Winterburn, Chas.
Grennen, Wm.	Mayfield, Max	Divine, Jennie
Grundel, Henry	Medina, W. T.	Smith, Agnes
Handley, J. J.	O'Brien, Jno.	Rademaker Hattie
Harker, Oliver		

On behalf of the teachers, myself and the patrons of the Commercial School, I return to you, the Deputy Superintendent and the members of the Board of Education our sincerest thanks for the generous support and aid given whenever needed.

Your obedient servant,

ISIDOR LESZYNSKY,
Principal.

REPORT ON THE EXHIBIT OF CLASS-WORK.

SAN FRANCISCO, November 16, 1886.

HON. A. J. MOULDER, *Superintendent of Common Schools*:

SIR: In reply to your call for a report, it becomes my duty and my pleasure to speak of the establishment of our Exhibit of Public School Work and to report on its progress. Acting under instructions from the Board of Education, I assumed the charge of it, and with great patience and care rearranged the work which was sent by our schools to the Teachers' Convention held in San Jose, Dec., 1885. The Board passed a resolution declaring it a permanent exhibit, and its renewal to be subject to the orders of the Board. It was then opened to the inspection of the public in the New City Hall of this city.

It was thought that such a plan, if properly carried out, would be a great benefit to the schools, and help arouse a new spirit of enterprise in the Department. But it became evident that this special collection was very unsatisfactory, inasmuch as it gave only a partial and unequal test, many of the schools not entering the contest which had been made for San Jose. The Department was capable of doing much better, and it did not need the spur of a competitive prize to demonstrate it. Official action and encouragement were sufficient to call forth a well-concerted display, for, in answer to an order issued by Dr. Chas. T. Deane, Chairman of the Classification Committee, a larger and better arranged collection was returned, which certainly reflected great credit on all.

The present exhibit is perhaps the best test, since it is composed of the papers of the last annual examination, held in May, 1886, for general promotion; and since the *Honorary* portion of the schools is not represented, it of course shows only that part of the Department which ranked below the standard fixed by the Board for such promotion. It will be remembered that teachers were allowed to promote one-fourth of their classes on the record of the year, and these were excused from the written examination; hence it cannot be charged that favoritism for "star pupils" is shown in this exhibit. Still the display is highly creditable, and gives evidence of improvement. It has been inspected by many visitors from all parts of the world, and it is universally conceded that it is the only permanent exhibit of its kind. Had I space, it would be both useful and interesting to furnish you notes of the various criticisms and opinions offered by strangers and others. Suffice it to say that the invariable expression is one of deep appreciation.

This is an experiment, and, like all experiments, it must succeed or fail through its merits. To a very great extent this will devolve upon the teachers. It is attracting much attention to the practical working of our system of instruction, and has opened up an excellent opportunity for mutual discussion of methods, especially by the younger teachers. Many

communications are received from teachers and superintendents in other counties seeking information, and the loan of specimens for help with their pupils, indicating an interest that should be considered for good, if these exhibits can be made the valuable results of experience.

Parents are enabled to examine the work of their children, to see if they have been justly represented, and strangers with a little leisure can gain a better insight into our schools than visiting from school to school. It may be asked, of what use are these apparent results? The only answer is that whatever tends to cement the mutual interest of home and school, to enlighten public ignorance, or to eradicate public indifference and opposition to our schools should be fostered and sustained.

Objections were raised to the plan, but the work thus far has shown such excellent results that few opponents are now found. The wide difference of opinion as to what constitutes a just test of superiority has also presented obstacles. All children cannot perceive alike, and they cannot all reason on the same plane—neither can they see nor hear alike; and herein is one of the greatest evils of our system, in that it seeks to force all to the same identical result. The attempt is absurd. Many hold that *rapidity* of work in gaining results should be the highest aim. This may be true in the general application of simple rules, but, so far as clear reasoning or mechanical accuracy or artistic fitness is concerned, it is subversive, and tends to superficial and slovenly habits, both in thought and practice. Thoroughness can come only by slow, persistent, systematic study, and not by the erratic attempts of speed. Therefore, these exhibits, if they are to be maintained, should be the well-ordered, careful work performed in a reasonable time, and under rational conditions. Not for a vain, petty competition should they be demanded, but as a genuine exposition to the public at large of the range of work done on our schools.

Comparing the work by schools, I find some that should be condemned and sent back, but considerations for locality and adverse circumstances should temper our judgments. As a rule, the Penmanship is excellent, especially in the Primary Department. This is mainly due, in my opinion, to the fact that in these classes writing is taught chiefly from the blackboard. For some cause there seems to be a great difference between the training of the copy-book and their examination papers.

Composition has improved in its general features and methods. Picture description is being generally adopted, and the advance steps, taken by the Longfellow Primary, in having the pupils *draw* the picture first, then describe it, is certainly a novel improvement. Could this idea be worked into a system, it might lead to a valuable art for future labor, that of illustrating books.

The plain sewing, as performed in the class-rooms, is not, as yet, universally taught, although the various grades are gradually obeying the orders. The specimens show fair work, but a deeper interest must be evinced to make it a crowning success.

Arithmetic, while it is allotted the most time on the daily programme, and is the standard that overrules all other studies in the general average, seems to be the poorest in results. Individual classes run high, but, as a rule, it falls below the rank it ought to reach. I have, in a former report, stated what I deem the cause for this—that pupils are not drilled long enough on simple elementary principles, but are given hard, elaborate problems too soon.

Much attention was paid to the neat, business-like manner of arranging work as ordered by the Committee, and many fine maps and drawings were sent in. In this connection, I offer the suggestion that too much time and labor are spent in the elaborate finish of maps. After a well-executed outline is drawn with the chief points of location, the pupils learn no more Geography, and the task then becomes too great a strain on the eyes and nerves to be profitable. If that elaboration can be put on industrial drawing in the form of models and original designs in architecture, patterns, etc., it would yield a prospective result of greater value to the pupil in the future.

I cannot speak too highly of the offerings of mechanical work which came chiefly from the Lincoln Grammar School, Franklin Grammar, Valencia Grammar, Fairmount and Clement Grammar. At first it was the simple toy work, but now it is assuming a more substantial form of durable models, showing ingenuity and patience in their construction. Of course this line of work is not taught in our schools, but the course of instruction requires teachers to encourage the development of industrial ideas in every possible way, hence the pupils are instructed to bring in any specimen of handiwork.

With your permission, I would like to mention with especial praise the following pupils, who have presented the Exhibit with excellent work :

Hans Hennig, Turk-street Primary; Chas. W. Fluegger, Lincoln Grammar School; John Morris, Lincoln Grammar School; M. O'Sullivan, Lincoln Grammar School; H. Sawyer, Lincoln Grammar School; C. E. Holmes, Valencia Grammar School; Walter Hargrave, Valencia Grammar School; Hubert B. Stone, Valencia Grammar School; W. Frichette, Valencia Grammar School; M. Crist, Valencia Grammar School; Wm. Bauville, Evening School; Wm. Buhlinger, Fairmount; Jas. O'Neill, Fairmount; Cecil Dennis, Lincoln Grammar; Oscar Irelan, Lincoln Grammar; Rudolph Scheffer and Erwin Scheffer, Lombard Primary; Oscar Lipman, South Cosmopolitan Primary.

The following schools have also been well represented: Broadway Grammar, Sanchez Street Primary, Buena Vista Primary, Haight Primary, and Boys' Commercial High School.

It is but right that such an exhibit should receive every advantage to secure its best success, and it should, by all means, have allotted to it better rooms, well lighted and comfortable, where teachers can meet to discuss and compare their work and plans. Such rooms would be of great convenience to the Department, and be a strong factor in unifying the work of the schools.

Respectfully,

LAURA T. FOWLER,
Inspecting Teacher.

SECRETARY'S REPORT

To Andrew J. Moulder, Esq., Superintendent of Common Schools—

DEAR SIR: In compliance with your direction, I submit the following report:

GENERAL STATISTICS.

Population of the city (U. S. Census 1880).....		234,144
Number of youth in the city under 17 years of age June, '86		95,173
Increase for the year.....	4,705	
Number of youth in the city between 5 and 17 years of age who are entitled by law to draw public money		74,079
Increase for the year.....	5,079	
Valuation of city property for the year ending June 30, 1886.....		\$230,386,325 00
Increase for the year.....	\$4,147,826 00	
Total income of the School Department for the year, including cash on hand July 1, 1885.....		\$316,174 89
Decrease for the year.....	\$70,166 05	
Per cent of the total revenue of the School Department on the whole revenue raised by the city for the year...		23
State and city tax for 1885-'86 on each hundred dollars ...		\$1.57 7-10
City school tax on each hundred dollars.....		.1136 cts.
Estimated value of school sites.....	\$1,930,000 00	
Estimated value of school buildings.....	1,017,000 00	
Estimated value of school furniture.....	205,000 00	
Estimated value of school libraries	12,000 00	
Estimated value of school apparatus.....	25,000 00	
<hr style="width: 50%; margin-left: 0;"/>		
Total value of school property.....		\$3,189,000 00

SCHOOL ATTENDANCE.

Enrollment in the High Schools.....		1,186
Boys, 276; Girls, 910.		
Decrease for the year.....	133	
Enrollment in Commercial School.....	218	
Boys, 164; Girls, 54.		
Enrollment in the Grammar Schools, including some Primary grades.....		15,193
Boys, 7,424; Girls, 7,769.		
Increase for the year.....	963	
Enrollment in the Primary Schools, including some Grammar grades.....		24,011
Boys, 12,679; Girls, 11,332.		
Decrease for the year	684	

Enrollment in the Evening Schools.....		2,532
Boys, 2,303; Girls, 224.		
Decrease for the year.....	439	
Whole number of different pupils enrolled during the year in all the public schools.....		43,140
Boys, 22,851; Girls, 20,289.		
Decrease for the year.....	125	
Average number belonging to High Schools.....		976.5
Decrease for the year.....	392.5	
Average number belonging to Grammar Schools.....		12,476.2
Increase for the year.....	565	
Average number belonging to Primary Schools.....		19,038.1
Decrease for the year.....	531	
Average number belonging to Evening Schools.....		1,156
Decrease for the year.....	46	
Average number belonging to all the public schools.....		33,821.7
Decrease for the year.....	28	
Average daily attendance in the High Schools.....		928.6
Decrease for the year.....	129	
Average daily attendance in Grammar Schools.....		11,955.8
Increase for the year.....	506	
Average daily attendance in Primary Schools.....		18,080.1
Decrease for the year.....	521	
Average daily attendance in Evening Schools.....		1,014.8
Decrease for the year.....	60	
Average daily attendance in all the public schools.....		32,146
Decrease for the year.....	37	
Per cent. of attendance in the High Schools.....		95.3
Per cent. of attendance in Commercial School.....		95.5
Per cent. of attendance in the Grammar Schools.....		96
Per cent. of attendance in the Primary Schools.....		95.3
Per cent. of attendance in the Evening Schools.....		89.1
Per cent. of attendance in all the public schools.....		95.3
Average daily attendance per class in the High Schools..		45
Average daily attendance per class in the Grammar grades.....		60
Average daily attendance per class in the Primary grades.		67
Average daily attendance per class in the Evening Schools.....		100
Per cent. of pupils enrolled in the High Schools.....		3
Per cent. of pupils enrolled in the Grammar Schools.....		30
Per cent. of pupils enrolled in the Primary Schools.....		57
Per cent. of pupils enrolled in the Evening Schools.....		7
Number attending private and Church schools only during the year (including Chinese), as reported by the Census Marshals in June, 1885.....		9,286
Increase for the year.....	742	
Number attending public and private schools during the year, including Chinese.....		58,088
Increase for the year.....	6,079	
Number of children between 5 and 17 years of age (including Chinese), who have not attended school at any time during the year, as reported by the Census Marshals in June, 1885.....		15,858
Decrease during the year.....	1,133	

NUMBER OF TEACHERS IN DEPARTMENT BY GRADES.

NAMES OF SCHOOLS.	GRADES.								Total. Principals without classes.	SEX.	Males	Females
	Mixed.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.			
Bartlett Primary.....			1		1			2	6	1	9	9
Bernal Heights Primary.....								1	1		4	3
Boys' High.....	7										7	
Broadway Grammar.....		1	2	2	2	1	2	1	3	1	15	15
Buena Vista Primary.....				1		1		1	1		4	4
Chinese Ungraded.....	1										1	1
Clement Grammar.....		2	2	2	3	1	2	1	2	1	16	15
Cleveland Primary.....						2	2	2	6	1	13	13
Columbia Grammar.....		1	1	1	2	1	1	2	3	1	13	13
Commercial.....	8										8	5
Denman Grammar.....		2	3	3	3	2	1	1	1	1	17	16
Eighth Street Primary.....	1							1	4		6	5
Emerson Primary.....						2	2	2	6		12	12
Fairmount Primary.....		1				1	1	1	3	1	10	10
Franklin Grammar.....		1	2	3	4	2	2	2	3	1	20	19
Five-Mile House.....				1				1			2	2
Garfield Primary.....					1	1	2	1	5	1	11	11
Girls' High.....	19										4	16
Grant Primary.....						2	1	2	7	1	13	13
Greenwich Street Primary.....	1					1	3	2	5	1	13	13
Golden Gate Primary.....						1	2	2	4	1	10	10
Haight Primary.....						2	2	2	4	1	11	11
Hamilton Grammar.....		2	3	3	4	2		1		1	16	2
Hayes Valley Grammar.....						1	2	2	6	1	12	12
Irving Primary.....						1	2	1	4	1	9	9
Jackson Street Experimental.....	1										1	1
John Swett Grammar.....		2	2	4	4	3	2	1		1	19	2
Laguna Honda.....		1					1				2	1
Lincoln Grammar.....		2	4	5	8	3	1				24	3
Lincoln Primary.....					1	2	4	5	11	1	24	24
Lobos Avenue.....				1	1			1	1		4	4
Lombard Street Primary.....						1		1	1		3	3
Longfellow Primary.....						2	3	3	6	1	15	15
Mission Grammar.....		2	3	3	4	2				1	15	15
Mission Primary.....						1	2	3	6	1	13	13
Moulder.....						1	2	6	1	1	10	10
Noe and Temple Primary.....	1		1	2	2	1	1	2	1	1	11	1
North Cosmopolitan Grammar.....		1	2	3	4	2				1	13	13
Ocean House.....	1										1	1
Pacific Heights.....		1	1	1	2	1	1	2	3	1	13	13
Peabody Primary.....						2	2	3	5	1	13	13
Point Lobos.....		1		1					1		3	3
Potrero Primary.....		1		1	1	1	1	1	3	1	10	1
Powell Street Primary.....						1	2	2	7	1	13	13
Redding Primary.....					1	2	2	2	6	1	14	14
Rincon Grammar.....		2	2	3	3				2	1	13	13
Sanchez Street Primary.....		1		1	2	1	1	2	2	1	11	11
Shotwell Street Primary.....						1	2	1	4	1	9	9
South Cosmopolitan Grammar.....		2	4	4	4	3	2	1		1	21	3
South Cosmopolitan Primary.....				2	2	2	2	2	6	1	17	17
South End.....		1			1		1		1		4	4
South San Francisco.....		1		1	2	1	2	1	4	1	13	2
Spring Valley Grammar.....		1	1	2	2	2	3	1	3	1	16	1
Spring Valley Primary.....						1	1	1	3		6	6
Starr King Primary.....						2	2	2	6	1	13	13
Tehama Primary.....						2	2	2	10	1	17	17
Turk Street Primary.....						1	2	2	7	1	13	13
Union Street Primary.....						1	2	1	4	1	9	9
Union Street Experimental.....									1		1	1
Valencia Grammar.....		2	3	3	5	1	2	2		1	19	2
Washington Grammar.....		1	1	2	2	2	1	1	2	1	13	3

REPORT OF THE SUPERINTENDENT

NUMBER OF TEACHERS—CONTINUED.

NAMES OF SCHOOLS.	GRADES.										Total.	SEX.	
	Mixed	1st Grade	2d Grade	3d Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Principals without classes		Male	Female
West End.....	....	1	....	....	....	....	....	....	....	....	1	....	1
Whittier Primary.....	....	....	....	....	....	3	4	4	9	1	21	....	21
Kindergarten System.....	1	....	....	....	....	....	....	....	....	....	1	....	1
Substitute Teachers.....	27	....	....	....	....	....	....	....	....	....	27	....	27
Evening Classes.....	35	....	....	....	....	....	....	....	....	....	35	14	21
	102	34	37	55	72	71	79	81	196	46	773	57	716

NUMBER OF TEACHERS—CONCLUDED.

SCHOOLS.	Males.	Females.
High School teachers.....	11	16
Grammar grade teachers.....	19	243
Primary grade teachers.....	8	405
Evening School teachers.....	14	21
Substitute teachers.....		27
Kindergarten System teachers.....		1
Commercial School teachers.....	5	3
	57	716

Total.....773

SUMMARY OF ANNUAL REPORTS

SCHOOLS.	NUMBER OF PUPILS ENROLLED DURING THE YEAR, NOT INCLUDING PUPILS ENROLLED IN OTHER SCHOOLS.		
	Male.	Female.	Total.
Boys' High School.....	276	.....	276
Girls' High School.....	.....	910	910
Commercial High School.....	164	54	218
Broadway Grammar.....	.....	859	859
Clement Grammar.....	508	421	929
Columbia Grammar.....	486	268	754
Denman Grammar.....	.....	1,033	1,033
Franklin Grammar.....	612	647	1,259
Hamilton Grammar.....	393	430	823
John Swett Grammar.....	455	622	1,077
Lincoln Grammar.....	1,487	.....	1,487
Mission Grammar.....	350	502	852
North Cosmopolitan Grammar.....	368	287	655
Pacific Heights Grammar.....	329	372	701
Rincon Grammar.....	.....	648	648
South Cosmopolitan Grammar.....	611	563	1,174
Spring Valley Grammar.....	486	469	955
Valencia Grammar.....	653	648	1,301
Washington Grammar.....	686	.....	686
Bartlett Primary.....	35	20	55
Bernal Heights Primary.....	108	96	204
Buena Vista Primary.....	94	92	186
Chinese Primary.....	48	6	54
Cleveland Primary.....	357	433	790
Eighth Street Primary.....	230	112	342
Emerson Primary.....	252	355	607
Fairmount Primary.....	251	224	475
Five-Mile Primary.....	54	48	102
Garfield Primary.....	379	285	664
Golden Gate Primary.....	302	260	562
Grant Primary.....	444	359	833
Greenwich Street Primary.....	518	295	813
Haight Primary.....	321	299	620
Hayes Valley Primary.....	359	313	672
Irving Primary.....	282	261	543
Jackson Street Kindergarten.....	8	18	26
Laguna Honda Primary.....	44	33	77
Lincoln Primary.....	660	835	1,495
Lombard Street Primary.....	75	71	146
Longfellow Primary.....	598	493	1,091
Lobos Avenue Primary.....	136	108	244
Mission Primary.....	424	379	803
Moulder Primary.....	311	323	634
Noe and Temple Primary.....	316	300	616
Ocean House Primary.....	23	23	46

OF PRINCIPALS, JUNE, 1886.

Number of Teachers who Subscribe for some Educational Journal.....	Number of Teachers who are Graduates of the Girls' High School of San Francisco.....	Number of Teachers who are Graduates of any other State Normal School.....	Number of Teachers who are Graduates of the California State Normal School.....	Whole Number of Pupils Put Down from a Higher to a Lower Grade after the Commencement of the School Year.....	Whole Number of Pupils Promoted from Lower to Higher Grades at the Beginning of each School Month, Not Including the First Month of the Year.....	Whole Number of Pupils Received by Transfers after the First Month of the School Year.....	Number of Days School was in Session.....	Per cent of Attendance.....	Average Daily Attendance.....	Average Number Belonging.....
2	0	0	0	2	0	0	197½	96.9	215.6	222.5
3	1	2	1	0	0	0	209	96	713	754
6	1	0	0	0	22	22	205	95.5	167	194.9
6	3	2	3	3	44	44	205	95.3	709.1	743.8
9	9	5	1	32	77	77	205	94.8	742.9	783.3
8	9	0	2	20	99	99	205	95	489	510
14	9	1	1	32	34	34	205	96	824.1	859.5
7	9	0	1	46	25	224	205	94.8	930.5	981.3
4	7	0	1	59	4	45	205	94	649	673
13	7	2	4	83	17	100	205	95.5	851.3	890.3
21	6	2	5	51	38	86	205	96.2	1,167.3	1,213
6	8	1	2	44	51	51	203½	96.3	665	690.1
9	2	3	3	4	64	64	205	96.4	558.2	578.9
6	9	0	1	46	53	53	205	95	538	561
3	5	0	0	0	17	17	205	95	508.9	535.8
16	9	5	2	8	30	30	205	96	1,039	1,083
4	7	0	0	6	58	58	205	95.9	786.6	819.7
4	6	0	6	54	73	73	205	96.6	954.6	987.8
13	4	1	1	34	46	46	205	96.1	542.3	565.7
2	3	1	0	0	98	200	205	95.3	192.7	202.2
1	1	0	1	0	19	19	205	91	142.8	157
0	3	0	0	0	21	21	205	92.1	125.7	136.4
2	1	0	0	0	0	0	205	94	15.9	16.8
1	4	1	0	2	75	75	205	95	59.8	629.3
7	5	0	0	0	148	148	205	91	214.7	235.2
5	6	3	0	20	40	40	205	95	487	509
2	5	0	1	19	46	46	205	94	394.4	411.2
2	1	0	0	0	9	9	205	91	82	90
3	7	0	0	0	43	32	205	94	481	513
9	4	1	1	28	78	47	205	96	451.1	471
4	6	0	0	4	101	63	205	94	607	655
1	7	0	2	0	56	0	205	94	612	651
5	4	0	1	3	66	36	205	95.4	488.8	512
2	6	0	2	26	93	3	205	94	518	543
2	5	0	1	12	25	0	205	94.6	400.6	423.2
0	1	0	0	0	0	0	205	88	22	25
1	1	0	1	0	13	42	204	94.7	59.7	63
24	14	0	1	2	127	172	206	95	1,125	1,179
1	2	0	0	0	9	0	205	91.8	113.7	123.8
5	8	1	0	0	92	29	205	95.4	754.9	789.2
4	2	0	0	9	12	8	205	95	192	202
12	4	0	1	11	103	14	204	95	625.1	644.9
5	7	0	0	50	110	6	205	94.3	466.4	494
3	6	0	1	14	69	8	205	95.2	462.9	485.8
1	0	0	0	0	0	0	205	94.3	39	37.3

SUMMARY OF ANNUAL REPORTS OF

SCHOOLS.	NUMBER OF PUPILS ENROLLED DURING THE YEAR, NOT INCLUDING PUPILS ENROLLED IN OTHER SCHOOLS.		
	Male.	Female.	Total.
Peabody Primary	444	363	807
Point Lobos Primary.....	70	60	130
Powell Street Primary.....	385	303	688
Potrero Primary.....	289	248	537
Redding Primary.....	413	385	798
Sanchez Primary.....	308	300	608
Shotwell Street Primary.....	299	230	529
South Cosmopolitan Primary.....	561	536	1,097
South San Francisco Primary.....	382	326	708
South End Primary.....	92	83	175
Spring Valley Primary.....	186	202	388
Starr King Primary.....	419	399	818
Tehama Primary	539	335	874
Turk Street Primary.....	434	394	828
Union Street Primary.....	329	233	562
Union Street Kindergarten.....	27	33	60
West End Primary.....	62	49	111
Whittier Primary.....	811	782	1,593
Evening Schools.....	2,308	224	2,532
	22,851	20,289	43,140

PRINCIPALS, JUNE, 1886—CONCLUDED.

Number of Teachers who subscribe for some educational journal,.....	Number of Teachers who are Graduates of the Girls' High School of San Francisco.....	Number of Teachers who are Graduates of any other State Normal School.....	Number of Teachers who are Graduates of the California State Normal School.....	Whole Number of Pupils put down from a Higher to a Lower Grade after the Commencement of the School Year.....	Whole Number of Pupils Promoted from Lower to Higher Grades at the Beginning of each School Month, Not Including the First Month of the Year.....	Whole Number of Pupils Received by Transfers after the First Month of the School Year.....	Number of Days School was in Session.....	Per cent of Attendance.....	Average Daily Attendance.....	Average Number Belonging.....
4	11	0	0	14	33	103	205	96.6	607.1	628.5
2	1	0	0	0	1	3	205	94	96.7	102.9
5	6	0	1	41	1	62	205	95	512	536
4	7	0	0	8	27	27	205	94	414.3	439.8
4	3	3	4	98	70	53	204½	95	546.9	577.2
4	6	0	2	0	0	66	205	94	500	531
1	5	1	0	9	4	57	205	94.9	394.2	415.4
1	8	0	2	22	39	103	205	96	762	786
10	8	0	2	30	15	59	205	95	483.7	507.9
4	0	0	0	0	0	5	205	92.2	128	138.1
0	0	0	1	1	0	31	205	93.8	283.9	302.5
8	6	0	2	53	182	81	205	96	610	635
4	7	1	1	0	0	57	205	94.2	632.9	671.6
3	7	0	0	31	6	93	205	94	669	708
2	3	2	1	10	51	30	205	94	424.3	448.2
1	0	0	0	0	0	0	205	93	41.9	42.6
1	2	0	0	6	0	7	205	93	82.8	82.1
2	15	0	2	0	13	141	205	95	1,208	1,265
13	13	6	2	0	43	12	214	88	1,014.8	1,156
329	337	43	63	1,048	1,358	3,673	205	95	32,146.3	33,821.7

COMPARATIVE STATEMENT OF THE WHOLE NUMBER ENROLLED AND THE AVERAGE DAILY ATTENDANCE IN THE PUBLIC SCHOOLS SINCE 1852.

	Number Enrolled.	Average Daily Attendance.
During the year ending October 31, 1852.....	2,132	445
During the year ending October 31, 1853.....	2,870	703
During the year ending October 31, 1854.....	4,199	1,011
During the year ending October 31, 1855.....	4,694	1,484
During the year ending October 31, 1856.....	3,370	2,516
During the year ending October 31, 1857.....	4,637	2,155
During the year ending October 31, 1858.....	5,273	2,621
During the year ending October 31, 1859.....	6,001	2,829
During the year ending October 31, 1860.....	6,108	2,837
During the year ending October 31, 1861.....	6,674	3,377
During the year ending October 31, 1862.....	8,203	3,794
During the year ending October 31, 1863.....	8,979	4,389
During the year ending October 31, 1864.....	10,981	5,470
During the year ending October 31, 1865*.....	.....	6,718
During the year ending June 30, 1866*.....	.....	8,131
During the year ending June 30, 1867*.....	.....	10,177
During the year ending June 30, 1868.....	17,426	11,871
During the year ending June 30, 1869.....	19,885	13,113
During the year ending June 30, 1870.....	22,152	15,394
During the year ending June 30, 1871.....	26,406	16,978
During the year ending June 30, 1872.....	27,664	18,272
During the year ending June 30, 1873.....	27,772	18,530
During the year ending June 30, 1874.....	29,449	19,434
During the year ending June 30, 1875.....	31,128	21,014
During the year ending June 30, 1876.....	34,029	22,761
During the year ending June 30, 1877.....	37,286	24,899
During the year ending June 30, 1878.....	38,672	26,292
During the year ending June 30, 1879.....	38,129	27,075
During the year ending June 30, 1880.....	38,320	28,150
During the year ending June 30, 1881.....	40,187	29,092
During the year ending June 30, 1882.....	40,752	29,435
During the year ending June 30, 1883.....	40,722	30,827
During the year ending June 30, 1884.....	41,942	31,578
During the year ending June 30, 1885.....	43,265	32,183
During the year ending June 30, 1886.....	43,140	32,146

*No record kept of the number enrolled.

PER CENT. OF ATTENDANCE ON THE AVERAGE NUMBER BELONGING.

1860.....	83	1874.....	93.3
1861.....	90	1875.....	93.7
1862.....	90	1876.....	94.2
1863.....	91	1877.....	96.1
1864.....	92	1878.....	96.4
1865.....	92.9	1879.....	95.2
1866.....	93.5	1880.....	94.1
1867.....	93.8	1881.....	94
1868.....	93.75	1882.....	94.9
1869.....	92.7	1883.....	94.8
1870.....	94	1884.....	95
1871.....	94	1885.....	95
1872.....	94.2	1886.....	95
1873.....	94.4		

MISCELLANEOUS ITEMS FROM PRINCIPALS' REPORTS.

Number of cases of tardiness of pupils.....	25,383
New pupils entering without transfers, girls.....	5,898
New pupils entering without transfers, boys.....	9,178
Pupils left.....	6,644
Cases of suspension of pupils.....	416
Cases of truancy.....	1,089
Cases of corporal punishment.....	4,257
Cases of tardiness of teachers.....	2,512
Number of days' absence by teachers.....	2,565½
Visits to parents by teachers.....	2,808
Visits to classes by School Directors.....	2,350
Visits to classes by Superintendent or Deputy.....	621
Visits to classes by other persons.....	10,092

NUMBER OF TEACHERS IN DEPARTMENT, MAY, 1886.

	Males.	Females	Total.
Number of teachers in High Schools.....	11	16	27
Number of teachers in grammar grades.....	19	243	262
Number of teachers in primary grades.....	8	405	413
Number of teachers in Evening Schools.....	14	21	35
Number of regular substitute teachers.....		27	27
Teacher Kindergarten system.....		1	1
Number of teachers in Commercial School.....	5	3	8
Total number of teachers.....	57	716	773
Whole number of principals (included in total).....	21	43	64
Number of principals not required to teach a class (included in total)	14	32	46
Number of vice-principals (included in total).....	6	12	18

SCHOOL CENSUS MARSHAL'S REPORT

WARDS.	Number of children under 5 years of age.....			Total Number of Census Children between 5 and 17 years of age.....			Native born Chinese between 5 and 17 years of age.....			Number of Indian children between 5 and 17 years of age, who live under the guardianship of white persons.....			Number of negro children between 5 and 17 years of age.....			Number of white children between 5 and 17 years of age.....		
	Chinese..	Negro...	White...	Total....	Boys....	Girls....	Total....	Boys....	Girls....	Total....	Boys....	Girls....	Total....	Boys....	Girls....	Total....	Boys....	Girls....
First.. .. .	1	1	942	2,531	1	1	2,531	1	1	2	1	1	2	1	1	2,531	1,294	1,234
Second.....	.....	.....	1,674	4,889	.....	.....	4,889	.....	.....	18	.....	10	8	.....	.....	2,438	2,438	2,438
Third.....	.....	.....	57	271	2	2	271	.....	.....	1	.....	.....	1	.....	.....	142	126	268
Fourth.....	157	16	987	3,618	289	181	108	.....	.....	.....	.....	28	24	.....	.....	1,727	1,550	3,277
Fifth.....	.....	.....	33	265	.....	.....	265	.....	.....	.....	.....	.....	.....	.....	.....	119	146	265
Sixth.....	124	.....	236	1,543	262	150	112	.....	.....	18	.....	12	6	.....	.....	635	628	1,263
Seventh	2	2	681	1,846	2	2	1,846	.....	.....	6	.....	3	3	.....	.....	945	893	1,838
Eighth	9	7	1,015	5,118	2	1	1	.....	.....	37	.....	14	23	.....	.....	2,475	2,604	5,079
Ninth .....	.....	10	1,728	6,495	1	.....	1	.....	.....	11	.....	5	6	.....	.....	3,269	3,214	6,483
Tenth .....	.....	16	2,248	9,064	.....	.....	.....	.....	.....	96	.....	46	50	.....	.....	4,446	4,522	8,968
Eleventh.....	6	6	7,103	22,558	6	.....	6	.....	.....	7	.....	4	3	.....	.....	11,235	11,310	22,545
Twelfth .....	.....	6	3,984	15,881	8	.....	8	.....	.....	4	.....	1	3	.....	.....	8,042	7,827	15,869
Totals.....	29	64	20,738	74,079	573	332	241	.....	.....	252	.....	124	128	.....	.....	36,487	36,767	73,254

SCHEDULE OF TEACHERS' SALARIES FOR 1885-86.

HIGH SCHOOLS.

	PER MONTH.
Principals of High Schools.....	\$250 00
Special Teacher of Natural Sciences, High Schools.....	155 00
Teacher of Normal Class.....	150 00
Assistants (Senior Classes), High Schools.....	145 00
Assistants (Middle Classes), High Schools.....	135 00
Assistants (Junior Classes), High Schools.....	125 00

GRAMMAR SCHOOLS.

	PER MONTH.
Principals having eighteen classes or more.....	\$200 00
Principals having twelve classes and less than eighteen.....	175 00
Vice-Principals.....	115 00
Assistants, first grade classes.....	75 00
Assistants, second grade classes.....	75 00
Assistants, third grade classes.....	70 00
Assistants, fourth grade classes.....	70 00

PRIMARY SCHOOLS.

	PER MONTH.
Principals having sixteen classes or more.....	\$150 00
Principals having twelve classes to fifteen.....	135 00
Principals having eight classes to eleven.....	120 00
Principals having four classes to seven.....	110 00
Principals having four classes or less.....	100 00
Principals of Primary Schools having an average daily attendance of 150 Grammar pupils shall receive the same salary as Principals of Primary Schools of the first grade.....	150 00
Assistants, 1st year.....	50 00
Assistants, 2d year.....	52 50
Assistants, 3d year.....	55 00
Assistants, 4th year.....	57 50
Assistants, 5th year.....	60 00

RULE OF INCREASE OF SALARIES ON ACCOUNT OF EXPERIENCE, APPLYING TO ALL TEACHERS IN THE HIGH, GRAMMAR AND PRIMARY SCHOOLS, EXCEPT PRINCIPALS OF SCHOOLS AND TEACHERS OF EVENING SCHOOLS.

	PER MONTH.
Increase at the end of two years.....	\$2 50
Increase at the end of five years.....	5 00
Increase at the end of seven years.....	7 50
Increase at the end of ten years.....	10 00

This rule shall apply to all teachers who have had their experience in public schools in the United States.

REPORT OF THE SUPERINTENDENT

SPECIAL SCHOOLS.

	PER MONTH.
Principal of Lincoln Evening School.....	\$75 00
Assistants in Evening Schools	50 00
Principals in Experimental Schools.....	75 00
Principal Chinese School.....	100 00
Principal Commercial School.....	175 00
Two assistant teachers Commercial School.....	150 00

Salaries of other assistants of Commercial School, when required, to be determined by the Board from time to time.

SPECIAL TEACHERS.

	PER MONTH.
Assistants in Grammar and Primary Schools teaching English and German, or English and French, extra.....	\$5 00

STATEMENT

SHOWING THE NUMBER OF TEACHERS RECEIVING THE VARIOUS SALARIES IN THE FOREGOING SCHEDULE.

	PER MONTH.
2 teachers, at.....	\$250 00
6 teachers, at.....	200 00
11 teachers, at.....	175 00
6 teachers, at.....	160 00
1 teacher, at.....	157 00

STATEMENT SHOWING THE NUMBER OF TEACHERS, ETC.—CONCLUDED.

	PER MONTH.
4 teachers, at	\$155 00
1 teacher, at	152 50
7 teachers, at	150 00
6 teachers, at	145 00
17 teachers, at	135 00
13 teachers, at	130 00
16 teachers, at	125 00
1 teacher, at	120 00
6 teachers, at	110 00
10 teachers, at	100 00
2 teachers, at	90 00
51 teachers, at	85 00
8 teachers, at	82 50
71 teachers, at	80 00
31 teachers, at	77 50
18 teachers, at	75 00
9 teachers, at	72 50
137 teachers, at	70 00
67 teachers, at	67 50
46 teachers, at	65 00
23 teachers, at	62 50
31 teachers, at	60 00
38 teachers, at	57 50
5 teachers, at	55 00
33 teachers, at	52 50
65 teachers, at	50 00
1 teacher, at	30 00
27 substitutes, paid by the day.....	

Average monthly salary \$78 85
 Average monthly salary paid male teachers..... 126 31
 Average monthly salary paid female teachers 71 74

COMPENSATION OF SUBSTITUTE TEACHERS.

ADOPTED MARCH 19, 1878.

1. The Board of Education appoints twenty-six Substitute Teachers. They are employed by the Superintendent to take charge of the classes of teachers who are temporarily absent, to fill vacancies and to take charge of new classes until regular teachers are appointed by the Board.

2. The rates of payment per day are as follows:

When filling the position of Assistant in High Schools.....	\$6 00
When filling the position of Assistant in Grammar Grades.....	4 00
When filling the position of Assistant in Primary Grades.....	3 00
When filling the position of Assistant in Evening Schools.....	2 00

3. All substitutes required to report for duty at the office of the Superintendent are paid \$1 00 per day when their services are not needed in any school.

4. A Vice-Principal or an Assistant Teacher, when filling the position of Principal, receives the salary that would be paid to the Principal for the same time.

5. All other cases are determined by the Superintendent in conjunction with the Committee on Salaries.

EXPENDITURES.

Teachers' salaries.....		\$698,743 80
Increase for the year.....	\$52,342 55	
Janitors' salaries.....		43,104 65
Increase for the year.....	2,366 75	
Census Marshals.....		2,493 00
Increase for the year.....	1,050 00	
Books.....		1,669 34
Increase for the year.....	821 48	
Stationery.....		3,275 63
Decrease for the year.....	1,798 99	
Printing.....		3,034 30
Decrease for the year.....	237 05	
Advertising.....		281 85
Decrease for the year.....	447 00	
Furniture.....		6,226 64
Decrease for the year.....	5,592 16	
Fuel.....		5,419 12
Decrease for the year.....	178 83	

Lights.....		2,274 60
Increase for the year..	758 81	
Rents.....		6,185 00
Decrease for the year.....	60 83	
Repairs.....		15,876 87
Decrease for the year.....	953 19	
Permanent improvements.....		5,961 31
Decrease for the year.....		
Erection of buildings....		1,861 00
Increase for the year.....		
Office salaries.....		5,520 00
Decrease for the year.....	1,055 90	
Telegraph service.....		1,727 39
Decrease for the year.....	113 77	
Supplies.....		1,402 32
Decrease for the year.....	3,627 02	
Expert accountant.....		100 00
Water for outside schools		66 65
Postage.....		133 00
Insurance.....		120 00
School apparatus.....		1,047 75
Board of Examiners.....		1,172 60
Incidentals.....		446 34
Carpenter shop salaries.....		7,335 00
Purchase school lot at Ocean View.....		300 00
Total expenses for the year.....		815,778 16
Decrease for the year.....	1,389 98	
Cost of instruction per pupil, based on the enrollment, and excluding expenditures for buildings		18 36
Cost of instruction per pupil, based on the average number belonging, and excluding expenditures for buildings		23 42
Cost of instruction per pupil, based on the average daily attendance, and including expenditures for buildings....		25 39
Amount per pupil allowed by law, based on the average daily attendance.....		35 00

DETAILED STATEMENT OF THE FINANCES OF THE DEPARTMENT
FOR THE FISCAL YEAR ENDING JUNE 30, 1886.

RECEIPTS.

From taxes.....	\$271,284 79
From State apportionment.....	521,248 75
From rents.....	4,496 00
From canceled demands.....	390 20
From sale of old school house and old material.....	250 00
From Leper Fund.....	18,505 15
<hr/>	
Total.....	\$816,174 89

EXPENDITURES.

✓ For teachers' salaries.....	\$698,743 80
✓ For janitors' salaries.....	43,104 65
✓ For Census Marshals.....	2,493 00
✓ For books.....	1,669 34
✓ For stationery.....	3,275 63
✓ For printing.....	3,034 30
✓ For advertising.....	281 85
✓ For furniture.....	6,226 64
✓ For fuel.....	5,419 12
✓ For lights.....	2,274 60
✓ For rents.....	6,185 00
✓ For repairs.....	15,876 87
✓ For permanent improvements.....	5,961 31
✓ For erection of buildings.....	1,861 00
✓ For office salaries.....	5,520 00
✓ For telegraph service.....	1,727 39
✓ For Supplies.....	1,402 32
✓ For expert accountant.....	100 00
✓ For postage.....	133 00
✓ For water for outside schools.....	66 65
✓ For insurance.....	120 00
✓ For school apparatus.....	1,047 75
✓ For Board of Examiners.....	1,172 60

OF COMMON SCHOOLS.

69

✓ For incidentals.....	446 34
✓ For carpenter shop salaries.....	7,335 00
✓ For purchase school lot at Ocean View.....	300 00
Total.....	\$815,778 16
Total revenue.....	\$816,174 89
Balance on hand July 1, 1886.....	\$396 73

COMPARATIVE EXPENSES OF THE PUBLIC SCHOOLS AND THE TOTAL EXPENSES OF THE CITY.

YEARS.	Total Expense of the City.	Total Expense of the School Department.	Per cent. of Expend- itures for School Purposes.
1852.....		\$23,125 00	
1853.....		35,040 00	
1854.....		159,249 00	
1855.....		136,550 00	
1856.....		125,064 00	
1857.....		92,955 00	
1858.....		104,808 00	
1859.....		134,731 00	
1860.....	\$1,142,290 89	156,407 00	13
1861.....	826,012 33	158,855 00	19
1862.....	812,569 25	134,567 00	16
1863.....	1,387,806 12	178,929 00	13
1864.....	1,495,906 32	228,411 00	16
1865.....	1,819,078 52	346,862 00	19
1866.....	2,192,918 79	361,668 00	17
1867.....	2,163,356 02	507,822 00	23.4
1868.....	2,117,796 97	415,839 00	19.6
1869.....	2,294,810 05	400,842 00	17.4
1870.....	2,460,633 27	526,625 90	21.4
1871.....	2,543,717 15	705,116 00	27.7
1872.....	2,726,266 39	668,262 00	24.5
1873.....	3,155,015 99	611,818 00	19.4
1874.....	3,197,808 30	689,022 00	21.5
1875.....	4,109,457 65	707,445 36	17.2
1876.....	3,992,187 16	867,754 89	21.7
1877.....	3,500,100 00	732,324 17	20.9
1878.....	4,664,067 03	989,258 99	21.2
1879.....	5,476,292 86	876,489 14	16
1880.....	5,844,245 98	809,132 72	13.8
1881.....	4,796,570 02	827,323 71	17.2
1882.....	4,197,925 61	735,474 61	17.2
1883.....	3,950,488 24	791,174 99	20
1884.....	3,820,126 01	797,452 23	20.8
1885.....	4,578,275 56	817,168 14	17.8
1886.....		815,778 16	
Total.....		\$16,669,375 01	

SCHOOL FUND, 1886-87.

On February 27, 1886, the Board of Education, as required by law, adopted the following estimate of the amount needed to meet the expenses of the Department during the fiscal year 1886-87, and transmitted it to the Board of Supervisors:

For teachers' salaries.....	\$715,000 00
For janitors' salaries.....	45,000 00
For Census Marshals.....	3,000 00
For books.....	2,000 00
For stationery.....	7,000 00
For printing..	2,500 00
For advertising.....	800 00
For furniture.....	15,000 00
For fuel.....	7,500 00
For lights.....	2,500 00
For rents.....	6,500 00
For repairs.....	17,000 00
For permanent improvements.....	7,000 00
For office salaries.....	5,520 00
Carpenter shop salaries.....	7,200 00
For school houses and sites (see Schedule No. 1).....	112,000 00
For telegraph service.....	1,800 00
For supplies.....	8,000 00
For legal expenses.....	500 00
For incidentals.....	2,500 00
For Board of Examiners.....	1,200 00
For insurance.....	225 00
For water.....	200 00
Immediate, urgent repairs (see Schedule No. 2).....	23,649 00
Total.....	\$993,594 00

This estimate was reduced by the Board of Supervisors to \$772,000. The revenue of the Department for the fiscal year 1886-87 is estimated to be as follows:

From city taxes.....	\$257,000 00
From State apportionment, miscellaneous sources.....	515,000 00
Total.....	\$772,000 00

See Schedules No. 1 and No. 2, hereto attached.

JNO. T. McGEORGHEGAN,
Secretary

SCHEDULE NO. 1.

For building an eight class-room school on Page street.....	\$ 15,000 00
For building an eight class-room school on Kate and Fillmore streets.....	15,000 00
For purchase of lot near Lobos avenue, and building an eight class-room school.....	20,000 00
For purchase of lot south of Market street, and erection of building to relieve the Lincoln School.....	30,000 00
To raise the roof of the Peabody School, and add five class-rooms.....	8,000 00
For purchase of four lots to enlarge the yard room of four very crowded schools.....	24,000 00
	<hr/>
	\$112,000 00

SCHEDULE NO. 2.

FOR IMMEDIATE URGENT REPAIRS.

Tehama Primary School—	
Brick building; painting outside woodwork, fences and outhouses	\$ 150 00
Whitening fourteen rooms; painting and graining inside woodwork.....	512 00
Franklin Grammar School—	
Painting building and repairing and painting outhouses.....	600 00
Eighth Street Primary School—	
Painting outside.....	200 00
Hayes Valley Primary School—	
Painting outside.....	250 00
Peabody Primary School—	
Painting outside.....	250 00
Whitening eight rooms and halls.....	75 00
Building two additional rooms.....	500 00
Mission Grammar School—	
Painting building	450 00
Replanking yard.....	350 00
Mission Primary School—	
Painting building.....	250 00
Whitening twelve class-rooms.....	100 00
Planking yard.....	250 00
Sanchez Street Primary School—	
Painting building.....	300 00
Valencia Grammar School—	
Painting building.....	600 00
Whitening eighteen rooms and painting ceilings.....	360 00
Bartlett Primary School—	
Raising building and adding four class-rooms.....	2,000 00
Columbia Grammar School—	
Painting building.....	400 00
Whitening twelve class-rooms and painting blackboards.....	100 00
Buena Vista School—	
Painting building and roof.....	200 00
Noe and Temple Streets School—	
Painting building and roof.....	300 00
Whitening four class-rooms.....	40 00
Sixteen hundred feet of planking.....	112 00
Building one additional class-room.....	300 00

Haight Primary School—	
Painting building.....	400 00
Whitening five class-rooms.....	50 00
Replanking yard.....	50 00
Bernal Heights School—	
Painting building.....	250 00
Fairmount School—	
Painting building.....	325 00
West End School—	
Painting building.....	175 00
New shingle roof.....	80 00
Laguna Honda School—	
Painting building.....	150 00
Whitening class rooms and hall.....	40 00
Potrero Primary School—	
Whitening eight class-rooms and halls.....	80 00
Building four rooms.....	1,200 00
South San Francisco School—	
Painting building.....	300 00
Building two class-rooms.....	600 00
Irving Primary School—	
Painting building.....	300 00
Whitening eight class-rooms.....	80 00
Broadway Grammar School; brick building in good condition—	
Whitening fourteen class-rooms and halls.....	135 00
Washington Grammar School—	
Painting building.....	450 00
Laying new floors in whole building.....	600 00
Powell Street Primary School—	
Painting building.....	300 00
Two stairs to be replaced.....	100 00
Whitewashing yard.....	20 00
Commercial School—	
Painting woodwork and whitewashing brickwork.....	200 00
Replacing front stairs.....	75 00
Replanking entire yard.....	300 00
Repairing and painting roof.....	50 00
South Cosmopolitan Primary School—	
Whitening twelve class-rooms and halls.....	120 00
Painting roof.....	50 00
Whitewashing fences.....	35 00
Denman Grammar School—	
Painting brick building and all woodwork and roof and fences.....	450 00
Whitening sixteen class-rooms and painting and graining.....	560 00
Girls' High School—	
Painting building.....	400 00
Whitening thirteen class-rooms and painting ceilings.....	240 00
Boys' High School—	
Painting building outside.....	400 00
Whitening twelve class-rooms and painting ceilings.....	240 00
Redding Primary School—	
Painting building.....	350 00
Emerson Primary School—	
Building two class-rooms.....	500 00

Spring Valley Grammar School—	
Painting building.....	500 00
Greenwich Street Primary School—	
Painting building.....	400 00
North Cosmopolitan Grammar School—	
Whitening twelve class-rooms and halls.....	100 00
Garfield Primary School; brick building, old, in fair condition—	
Building new stairs.....	70 00
Union Primary School—	
Painting building.....	175 00
Turk Street Primary School—	
Painting building.....	400 00
Golden Gate School—	
Painting building.....	250 00
Hamilton Grammar School—	
Painting building.....	475 00
Whitening sixteen class-rooms and painting ceilings.....	350 00
South Cosmopolitan Grammar School—	
Whitening eighteen class-rooms and painting ceilings.....	450 00
Clement Grammar School—	
Painting building.....	400 00
Rincon Grammar School—	
Whitening twelve rooms and painting ceilings.....	300 00
Lincoln Grammar School—	
Painting building.....	625 00
Planking yard.....	500 00
Point Lobos School—	
Painting building and roof...	150 00
Whitening four rooms.....	50 00
Building brick foundation.....	150 00
Total.....	\$23,649 00

LIST OF BRIDGE MEDALISTS.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Richard Schmidt,
Samuel Newmark,

| Louis Cron,
Philip Jacoby,

| William Bluhm,
Charles Rosener.

HAMILTON GRAMMAR SCHOOL.

George W. Haberly.

| Melville C. Cleaves,

| Henry F. Jurs.

MISSION GRAMMAR SCHOOL.

Edward M. Higgins,

| William F. Cordes,
Arthur W. Stauffer,

| Curtis Hillyer.

CLEMENT GRAMMAR SCHOOL.

J. H. McDonald,
Edw'd C. Denigan,

| Benj. W. Fabian,
Walter A. Green,

| Max Rosenberg.

SANCHEZ STREET PRIMARY SCHOOL.

Arthur M. Flood,

Harry H. Brann.

LINCOLN GRAMMAR SCHOOL.

Alfred F. Harms,
Alfred C. Gehret,
George H. Danials,
Fred. N. Osawa,
Donald C. Lazier,
R. M. Horton,

| Arthur C. Hixon.
Murray A. Potter,
Alfred E. Anderson,
Victor Aaron,
Wm. J. McBride,
Ralph H. Hoitt,

| William Denman,
Harry A. Hart,
Edward L. Hine,
William R. Smedberg,
Thos. F. Nye.

NORTH COSMOLITAN GRAMMAR SCHOOL.

Harry C. Buswell,

| James L. H. Manning,

| Redick Duperu.

PACIFIC HEIGHTS GRAMMAR SCHOOL.

Paul Oakley.

COLUMBIA GRAMMAR SCHOOL.

John C. Ohlandt.

NOE AND TEMPLE STREET SCHOOL.

Harry A. Rau,

Joseph A. M. Connell.

SPRING VALLEY GRAMMAR SCHOOL.

John Daniel.

James A. Colligan.

LAGUNA HONDA SCHOOL.

Peter Jos. Conley.

WASHINGTON GRAMMAR SCHOOL.

George Conroy,

Walter G. Landers,
Julius Dimmer,

Harry Naunton.

LINCOLN EVENING SCHOOL.

Wm. Fenstermacher,

Geo. F. Lyon,
Wm. W. Healey,

Frank A. Rice.

FRANKLIN GRAMMAR SCHOOL.

Frank Keller,

Charles Ingwersen,
Hubert Caveney,

Thomas Kiernan,

JOHN SWETT GRAMMAR SCHOOL.

Alfred Heider,

Arthur Fisk,

Joseph S. Steiner.

VALENCIA GRAMMAR SCHOOL.

Harry B. Heacock,
Wm. M. Levensaler,Edward H. Silsby,
William A. Rolph,Fred. G. Norman
Edw'd A. Sprowl.

NAMES AND LOCATIONS OF SCHOOLS.

CORRECTED TO AUGUST 1, 1886.

- BARTLETT PRIMARY SCHOOL, Bartlett street, between Twenty-second and Twenty-third streets. Miss R. F. English, Principal.
- BERNAL HEIGHTS PRIMARY SCHOOL, Cortland avenue, between Laurel avenue and Moultrie street. Philip Prior, Principal.
- BOYS' HIGH SCHOOL, Sutter street, between Gough and Octavia streets.
J. K. WILSON, Principal.
- BROADWAY GRAMMAR SCHOOL, Broadway street, between Powell and Mason streets.
Miss Jean Parker, Principal.
- BUENA VISTA PRIMARY SCHOOL, York street, between Solano and Butte streets.
Mrs. C. M. Sisson, Principal.
- CLEMENT GRAMMAR SCHOOL, Geary street, between Jones and Leavenworth streets.
Chas. F. True, Principal.
- CLEVELAND SCHOOL, Harrison street, between Tenth and Eleventh streets.
Miss A. E. Slavan, Principal.
- COLUMBIA GRAMMAR SCHOOL, Columbia street, between Twenty-fifth and Twenty-sixth streets. Mrs. C. F. Plunkett, Principal.
- COMMERCIAL SCHOOL, Powell street, near Clay street.
Isidor Leszynsky, Principal.
- DENMAN GRAMMAR SCHOOL, N. W. corner of Bush and Taylor streets.
James Denman, Principal.
- EIGHTH STREET PRIMARY SCHOOL, Eighth street, near Harrison street, rear of Franklin Grammar School. H. C. Kinne, Principal.
- EMERSON PRIMARY SCHOOL, Pine street, between Scott and Devisadero streets.
Miss S. A. Rightmire, Principal.
- EVENING SCHOOL—LINCOLN GRAMMAR SCHOOL BUILDING.
Mr. A. H. MacDonald, Principal.
- EVENING SCHOOL—SOUTH COSMOPOLITAN PRIMARY SCHOOL BUILDING.
- EVENING SCHOOL—WASHINGTON GRAMMAR SCHOOL BUILDING.
- EVENING SCHOOL—HAIGHT PRIMARY SCHOOL BUILDING.
- EVENING SCHOOL—HAMILTON GRAMMAR SCHOOL BUILDING.
- EVENING SCHOOL—POTRERO SCHOOL BUILDING.
- FAIRMOUNT PRIMARY SCHOOL, Chenery street, near Randall street.
Miss H. M. Fairchild, Principal.
- FIVE MILE HOUSE SCHOOL, near Five Mile House.
Miss Kate Conklin, Principal.
- FRANKLIN GRAMMAR SCHOOL, Eighth street, near Harrison street.
Elisha Brooks, Principal.
- GARFIELD PRIMARY SCHOOL, Union street, between Kearney and Montgomery streets.
Mrs. A. E. Du Bois, Principal.
- GIRLS' HIGH SCHOOL, Bush street, near Hyde street.
John Swett, Principal.
- GRANT PRIMARY SCHOOL, Golden Gate avenue, near Hyde street.
Miss A. M. Stincen, Principal.

- GREENWICH STREET PRIMARY SCHOOL, Greenwich street, between Jones and Leavenworth streets. Mrs. A. S. Trask, Principal.
- GOLDEN GATE PRIMARY SCHOOL, Golden Gate avenue, between Pierce and Scott streets. Mrs. Aurelia Griffith, Principal.
- HAIGHT PRIMARY SCHOOL, Mission street, between Twenty-fifth and Twenty-sixth streets. Miss M. A. Haswell, Principal.
- HAMILTON GRAMMAR SCHOOL, Geary street, between Pierce and Scott streets. W. A. Robertson, Principal.
- JOHN SWEET GRAMMAR SCHOOL, McAllister street, between Franklin and Gough streets. Albert Lyser, Principal.
- HAYES VALLEY PRIMARY SCHOOL, Grove street, near Larkin street. Miss P. M. Stowell, Principal.
- IRVING PRIMARY SCHOOL, Broadway street, between Montgomery and Sansome streets. Miss Carrie E. Barlow, Principal.
- LAGUNA HONDA SCHOOL, Eighth avenue, near R street. James Dwyer, Principal.
- LINCOLN GRAMMAR SCHOOL, Fifth street, near Market street. J. T. Hamilton, Principal.
- LINCOLN PRIMARY SCHOOL, Fifth street, near Market street, rear Lincoln Grammar School. Miss A. M. Manning, Principal.
- LOBOS AVENUE SCHOOL, Point Lobos avenue, near Parker avenue. Miss E. Goldsmith, Principal.
- LOMBARD STREET PRIMARY SCHOOL, Lombard street, between Baker and Broderick streets. Miss E. S. Code, Principal.
- LONGFELLOW PRIMARY SCHOOL, Silver street, between Second and Third streets. Miss Jennie Smith, Principal.
- MISSION GRAMMAR SCHOOL, Mission street, between Fifteenth and Sixteenth streets. Mrs. N. R. Craven, Principal.
- MISSION PRIMARY SCHOOL, Mission street, between Fifteenth and Sixteenth streets, rear of Mission Grammar School. Mrs. H. M. Walker, Principal.
- MOULDER PRIMARY SCHOOL, corner Page and Gough streets. Miss Ella L. Ciprico, Principal.
- NOE AND TEMPLE STREET PRIMARY SCHOOL, corner Noe and Temple streets. R. P. Davidson, Principal.
- NORTH COSMOPOLITAN GRAMMAR SCHOOL, Filbert street, between Taylor and Jones streets. Miss Kate Kennedy, Principal.
- OAK STREET SCHOOL, Oak street, corner Devisadero street. Miss Jennie Forbes, Principal.
- OCEAN HOUSE SCHOOL, San Miguel road, near Ocean House road. D. J. Delay, Principal.
- OCEAN VIEW SCHOOL, Ocean View. Miss Clara M. Johnston, Principal.
- PACIFIC HEIGHTS GRAMMAR SCHOOL, Jackson street, between Webster and Fillmore streets. Miss Hannah Cooke, Principal.
- PEABODY PRIMARY SCHOOL, West Mission street, between Herman and Ridley streets. Mrs. L. F. Cadwell, Principal.
- POINT LOBOS SCHOOL, Nineteenth avenue, near Point Lobos avenue. Miss A. G. Catlin, Principal.
- POTRERO PRIMARY SCHOOL, Minnesota street, between Napa and Sierra streets. W. H. Edwards, Principal.
- POWELL STREET PRIMARY SCHOOL, Powell street, between Washington and Jackson streets. Miss Margery C. Robertson, Principal.
- REDDING PRIMARY SCHOOL, Pine street, between Larkin and Polk streets. Miss M. Deau, Principal.

RINCON GRAMMAR SCHOOL, Silver street, between Second and Third streets. Miss E. A. Cleveland, Principal.	
SANCHEZ STREET PRIMARY SCHOOL, Sanchez street, between Sixteenth and Seventeenth streets. Mrs. F. A. Banning, Principal.	
SHOTWELL STREET PRIMARY SCHOOL, Shotwell street, between Twenty-second and Twenty-third streets. Miss A. A. Hill, Principal.	
SOUTH COSMOPOLITAN GRAMMAR SCHOOL, Eddy street, between Polk and Van Ness avenue. A. Herbst, Principal.	
SOUTH COSMOPOLITAN PRIMARY SCHOOL, Bush street, near Stockton street. Miss M. A. Castelhun, Principal.	
SOUTH END SCHOOL, Williams street, near Henry street. Miss M. A. Scherer, Principal.	
SOUTH SAN FRANCISCO SCHOOL, corner Fourteenth avenue and L street. J. G. Kennedy, Principal.	
SPRING VALLEY GRAMMAR SCHOOL, Broadway street, near Polk street. J. W. Anderson, Principal.	
SPRING VALLEY PRIMARY SCHOOL, Union street, near Franklin street. Miss J. M. A. Hurley, Principal.	
STARR KING PRIMARY SCHOOL, Bryant street, between Sixth and Seventh streets. Miss M. McKenzie, Principal.	
TEHAMA PRIMARY SCHOOL, Tehama street, between First and Second streets. Miss E. A. Wood, Principal.	
TURK STREET PRIMARY SCHOOL, Turk street, between Buchanan and Webster streets. Mrs. G. Washburn, Principal.	
UNION PRIMARY SCHOOL, corner Filbert and Kearney streets. Miss A. B. Chalmers, Principal.	
UNION STREET EXPERIMENTAL SCHOOL, No. 512 Union street. Miss A. M. Stovall, Principal.	
VALENCIA GRAMMAR SCHOOL, Valencia street, between Twenty-second and Twenty-third streets. Silas A. White, Principal.	
WASHINGTON GRAMMAR SCHOOL, southwest corner Washington and Mason streets. Selden Sturges, Principal.	
WEST END SCHOOL, San Jose road, near Six Mile House. Miss M. M. Murphy, Principal.	
WHITTIER PRIMARY SCHOOL, Harrison street, near Fourth street. Miss E. E. Stincken, Principal.	

SCHOOL HOUSES.

Number of buildings used for High Schools.....	2
Rooms, 37; Hall, 1.	
Number of buildings used for Grammar Schools.....	15
Rooms, 225; Hall, 1.	
Number of buildings used for Primary Schools.....	44
Rooms, 363; Hall, 1.	
Total number of buildings used by the Department.....	62
Rooms, 625; Halls, 3.	
Number of brick school buildings owned by the Department.....	4
Number of wooden school buildings owned by the Department.....	52
Total number of school buildings owned by the Department.....	58
Number of rooms rented (May, 1885).....	
Number of lots rented (May, 1885).....	1
Number of pupils taught in rented rooms.....	
Amount paid for rent during the year.....	\$6,185 00

LIST OF TEACHERS, SCHOOLS AND RESIDENCES.

NAMES	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Adams, Miss Clara A.....	Broadway Grammar.....	1910 Hyde.....	Life.
Adams, Miss Georgie.....	Golden Gate Primary.....	1424 McAllister.....	1st.
Adams, Miss Lucy F.....	Turk St. Primary.....	1910 Hyde.....	State Ed.
Ahern, Miss M. A.....	Franklin Grammar.....	1305 Howard.....	Life.
Aiken, Miss Addie E.....	Broadway Grammar.....	903 Sutter.....	Life.
Aldrich, Miss Jennie F.....	Greenwich Street.....	1034 Jackson.....	1st.
Alexander, Miss Rebecca.....	Peabody Primary.....	625 Geary.....	1st.
Anderson, Mr. James W.....	Spring Valley Grammar.....	3044 Sixteenth.....	Life.
Anderson, Mrs. Anna B.....	Hayes Valley Primary.....	3044 Sixteenth.....	Life.
Anderson, Miss Nettie H.....	Emerson Primary.....	1927 Webster.....	2d.
Anderson, Miss Marian S.....	Emerson Primary.....	1927 Webster.....	1st.
Armbruster, Miss Helen M.....	Columbia Grammar.....	11 Hickory avenue.....	1st.
Armstrong, Miss Nellie.....	John Swett Grammar.....	812 Grove.....	State Ed
Arnold, Miss Ernestine J.....	Commercial School.....	514 Van Ness avenue.....	1st.
Ash, Miss Rachel.....	Lincoln Evening.....	809 Turk.....	1st.
Ashmead, Miss E. R.....	Noe and Temple St. Primary.....	Bryant avenue, near Mari- posa.....	2d.
Atwood, Mrs. C. L.....	Girls' High.....	2015 Devisadero.....	Life.
Bagnall, Mr. John.....	Hamilton Grammar.....	20 Elliott Park.....	Life.
Baker, Mrs. S. C.....	Laguna Honda Primary.....	Point Lobos Road, nr. 4th avenue.....	Life.
Baker, Mrs. Fannie E.....	Mission Grammar.....	127 1/2 Guerrero.....	Life.
Baldwin, Miss Nellie S.....	Hamilton Grammar.....	2519 Sacramento.....	Life.
Banks, Miss Jessie F.....	Franklin Grammar.....	1510 1/2 Broadway.....	2d.
Banning, Mrs. Frances A.....	Sanchez St. Primary.....	624 Castro.....	Life.
Bannan, Miss Barbara C.....	Emerson Primary.....	2012 Pierce.....	2d.
Bannan, Miss Maggie.....	South Cosmopolitan Primary.....	2012 Pierce.....	1st.
Barber, Miss Charlotte.....	Columbia Grammar.....	1612 Vallejo.....	2d.
Barber, Miss Emma J.....	Irving Primary.....	1612 Vallejo.....	2d.
Barry, Miss Agnes P.....	Substitute Class.....	915 Polk.....	2d.
Barry, Miss May.....	Clement Grammar.....	2523 Sacramento.....	1st.
Barry, Miss M. C.....	John Swett Grammar.....	211 Taylor.....	2d.
Barrows, Miss Annie W.....	Irving Primary.....	220 Devisadero.....	1st.
Barrows, Miss Laura M.....	Turk St. Primary.....	2526 Sutter.....	Life.
Barlow, Miss Carrie B.....	Irving Primary.....	1312 Jones.....	Life.
Bartlett, Miss Eliza F.....	Peabody Primary.....	2013 Howard.....	1st.
Baumgardner, Mrs. E. M.....	Denman Grammar.....	513 Taylor.....	State Ed.
Beales, Mrs. C. R.....	Girls' High.....	1314 Jones.....	Life.
Bean, Miss Lotta.....	John Swett Grammar.....	2025 Pacific avenue.....	2d.
Beardsley, Miss Emma F.....	Broadway Grammar.....	631 Geary.....	1st.
Belding, Mrs. Mary L.....	Mission Primary.....	444 Twenty-second.....	2d.
Beuditt, Miss Pauline.....	Lincoln Primary.....	17 Hyde.....	2d.
Benson, Miss A. E.....	Noe and Temple St. Primary.....	2710 Howard.....	Life.
Bibb, Mrs. A. H.....	John Swett Grammar.....	1609 Washington.....	1st.
Bigelow, Mrs. Susan H.....	Clement Grammar.....	1608 Polk.....	Life.
Bigelow, Mrs. Clara J.....	South Cosmopolitan Gram.....	2408 Folsom.....	Life.
Bigley, Miss Jennie.....	Longfellow Primary.....	Cor. Fillmore and Grove.....	2d.
Blackstart, Miss Maggie D.....	Spring Valley Grammar.....	2213 Polk.....	State Ed.
Bliven, Miss Fannie M.....	Starr King Primary.....	2008 Mission.....	1st.
Bloch, Miss Bertha B.....	Union Primary.....	615 Green.....	State Ed.
Board, Mrs. Jessie.....	Valencia Grammar.....	1532 Polk.....	Life.
Boland, Miss Johanna M.....	Spring Valley Grammar.....	431 Tenth.....	Life.
Bonnard, Miss M.....	Spring Valley Grammar.....	722 Twentieth.....	State Ed.
Bonelli, Mrs. E. S.....	Grant Primary.....	1018 Geary.....	Life.
Booth, Miss Ella N.....	Valencia Grammar.....	512 Shotwell.....	Life.
Bowman, Mr. Levi.....	Lincoln Grammar.....	817 Bush.....	Life.
Boyle, Miss Mary.....	North Cosmopolitan Gram.....	2523 Folsom.....	Life.
Boyle, Miss Sarah J.....	Hayes Valley Primary.....	512 Mason.....	Life.
Bragg, Miss M. J.....	Girls' High.....	Castro and Beaver.....	High Sch.
Bragg, Miss Adah.....	Noe and Temple St. Primary.....	Castro and Beaver.....	1st.
Bragg, Miss Lizzio.....	Noe and Temple St. Primary.....	Castro and Beaver.....	Life.
Brady, Miss Kate Eliz.....	Longfellow Primary.....	353 Grove.....	2d.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFICATE.
Bray, Miss L. T.	Irving Primary	543 Turk	1st.
Bradbury, Miss Vesta	Broadway Grammar	2015 Devisadero	Life.
Bretz, Miss Bertha M.	Lincoln Evening	1004 McAllister	1st.
Bride, Laura E.	Longfellow	968 Harrison	2d.
Bristol, Miss Maud K.	Moulder Primary	919 O'Farrell	1st.
Brogau, Mrs. K. E.	Franklin Grammar	301 Franklin	1st.
Brown, Mr. B. L.	Washington Grammar	225 Geary	State Ed.
Brown, Mr. George	Commercial School	1220 Twenty-first	Life.
Brown, Miss Emma	Powell Street Primary	6 Pleasant	2d.
Brown, Miss Isabella R.	Haight Primary	31 Cook	1st.
Brown, Miss Mary L.	Substitute Class	606 Linden avenue	1st.
Brooks, Mr. Elisha	Franklin Grammar	1725 Sutter	Life.
Bruce, Miss Viola	Fairmount Primary	1218 Jackson Street	2d.
Bryan, Miss Lillie A.	Noe & Temple St. Primary	1720 Jessie Street	1st.
Bunker, Miss Carrie R.	Hamilton Grammar	1437 Steiner	State Ed
Bunner, Miss Bessie	South Cosmopolitan Primary	961 Third, East Oakland	Life.
Burke, Mrs. L. K.	South Cosmopolitan Gram.	1213 Clay	Life.
Burnham, Miss Cordelia	Pacific Heights Grammar	2217 Fillmore street	1st.
Burnham, Miss Lulu	Oak Street Primary	10 Bond	1st.
Burke, Miss Susan D.	Whittier Primary	2505 Fillmore street	2d.
Bush, Miss Lizzie R.	Starr King Primary	1716 Hyde	1st.
Butler, Miss Lizzie	Valencia Grammar	117 Webster	1st.
Buswell, Mrs. E.	Lincoln Evening	1031 McAllister	1st.
Boukofsky, Miss Rebecca	Haves Valley Primary	1011 Buchanan	1st.
Bronson, Mrs. Fannie P.	Franklin Grammar	919½ Mission	1st.
Brumagin, Miss Jeunie	Garfield Primary	1315 Masou	2d.
Bush, Mr. Walter N.	Boys' High	524 Thirteenth st., Oakland	High Sch.
Burke, Miss Josephine M.	Substitute Class	5 Leroy place	2d.
Boukofsky, Miss Rose	Substitute Class	1011 Buchanan	2d.
Cadwell, Mrs. Louisa F.	Peabody Primary	2109 Van Ness avenue	Life.
Cahalini, Miss Gertrude H.	Mission Grammar	616 Jones	State Ed.
Calhoun, Miss Jessie J.	On Leave	1301 Laguna	2d.
Caldwell, Mrs. M. E.	Bernal Heights	10 Mission ave.	Life.
Callahan, Miss Mary E.	Clement Grammar	712 Golden Gate avenue	Life.
Callahan, Miss K. T.	Substitute Class	712 Golden Gate avenue	2d.
Camblein, Mrs. Mary F.	Turk Street Primary	315 Jones	1st.
Campbell, Miss A. T.	North Cosmopolitan Gram.	1220 Jackson	State Ed.
Campbell, Miss Annie E.	Washington Grammar	1220 Jackson	1st.
Campbell, Miss Ruth G.	Broadway Grammar	1220 Jackson	Life.
Campbell, Miss C. E.	Washington Grammar	Hubbard House, 4th St.	Life.
Canham, Miss Mary J.	Spring Valley Grammar	1712 Pacific	Life.
Carr, Miss Hattie	Emerson Primary	125½ Ridley	2d.
Carter, Mrs. Rebecca T.	South Cosmopolitan Primary	43 Sixth	Life.
Carlisle, Mrs. Ellen M.	Shottwell St. Primary	1904 Devisadero	Life.
Carey, Miss Agnes	Fairmount	Jersey, between 24th and 25th	2d.
Carson, Miss Lizzie	Five Mile House	P. O. Station "C."	1st.
Carson, Miss M. E.	Spring Valley Primary	1518 Broadway	Life.
Casey, Miss Kate F.	Moulder Primary	15 Glen Park avenue	Life.
Casey, Miss Minnie C.	Washington Grammar	737 Valjejo	1st.
Casey, Miss M. E.	Valencia Grammar	17 Twenty-second	Life.
Casey, Miss May	Missiou Primary	1821 Jessie	2d.
Cashin, Miss Maggie G.	Golden Gate Primary	2023 Webster	1st.
Castlehun, Miss M. A.	South Cosmopolitan Primary	23 Ridley	Life.
Catlin, Miss A. G.	Point Lobos	Abbottsford House	Life.
Chase, Miss Ella	Grant Primary	331 O'Farrell	Life.
Chase, Miss Lalla R.	Moulder	326 Larkin	2d.
Chalmers, Miss Annie B.	Union Primary	711 Jones	Life.
Chalmers, Mrs. C.	Lincoln Grammar	527 Twenty-second	Life.
Chappelle, Miss Emily S.	Redding Primary	228 Eleventh	1st.
Cherry, Miss Addie	Redding Primary	2507 Sacramento	2d.
Childs, Miss K. B.	Denman Grammar	1016 Bush	Life.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Church, Miss Lillie.....	Substitute Class.....	2727 California.....	2d.
Church, Miss Emma F.....	Pacific Heights.....	2727 California.....	1st.
Ciprico, Miss Ella L.....	Moulder.....	2312 Mission.....	State Ed.
Clark, Mrs. Dorcas.....	Girls' High.....	1502 Franklin.....	Life.
Clarke, Miss Alice J.....	Substitute Class.....	197 Hyde.....	State Ed.
Clarke, Miss Lotta K.....	Mission Grammar.....	737 Howard.....	1st.
Classen, Miss Lou M.....	Franklin Grammar.....	2322 Francisco.....	Life.
Claiborne, Miss Bessie G.....	Turk Street Primary.....	2420 Buchanan.....	2d.
Claiborne, Miss Rose.....	Cleveland Primary.....	2420 Buchanan.....	2d.
Clayton, Miss Ida M.....	Redding Primary.....	2327 California.....	2d.
Cleveland, Miss E. A.....	Rincon Grammar.....	223 Capp.....	Life
Cline, Mrs. M. J.....	Franklin Grammar.....	2606 Sacramento.....	2d.
Cline, Miss Annie.....	Garfield Primary.....	1414 Washington.....	1st.
Clarke, Mrs. K. F.....	Lincoln Evening.....	134 Ninth.....	1st.
Code, Mrs. E. S.....	Lombard St. Primary.....	121 Oak.....	Life.
Coghlan, Miss Katie.....	Buena Vista.....	219 Elm avenue.....	2d.
Collins, Miss Bertha L.....	Tehama Primary.....	829 Broadway.....	1st.
Collins, Miss Mary E.....	Mission Grammar.....	424 Minna.....	Life.
Coleman, Miss Fannie E.....	Grant Primary.....	613 Folsom street.....	State Ed.
Coles, Miss Ida E.....	Noe and Temple St. Primary	1232 Twenty-first.....	Life.
Cole, Miss Lena C.....	Garfield Primary.....	520 Grove.....	2d.
Cole, Miss M. A.....	North Cosmopolitan Gram..	111 Fair Oaks.....	State Ed.
Colby, Miss Alice E.....	Mission Grammar.....	209 Thirteenth.....	1st.
Conklin, Miss Kate.....	Five Mile School.....	611 Jessie.....	State Ed.
Conlon, Miss Helen D.....	Substitute Class.....	813½Howard.....	1st.
Connell, Miss M. I.....	Valencia Grammar.....	907 Shotwell.....	Life.
Connolly, Mrs. J. J.....	North Cosmopolitan Gram..	638 Green.....	Life.
Cooper, Mrs. Jennie D.....	Columbia Grammar.....	602 Capp.....	Life.
Cooney, Miss Ellen.....	Irving Primary.....	291 Union.....	Life.
Cooke, Miss Hannah.....	Pacific Heights.....	1235 Hyde.....	Life.
Corbell, Miss Sara L.....	Clement Grammar.....	1512 Sacramento.....	2d.
Corbell, Miss Susie.....	Peabody Primary.....	1512 Sacramento.....	2d.
Corkery, Miss M.....	Pacific Heights.....	1520 Broadway.....	Life.
Cove, Miss Emily A.....	Whittier Primary.....	724 Sixteenth.....	1st.
Cox, Miss Mary M.....	Girls' High.....	228 Capp.....	Life.
Cowley, Miss Florence A.....	Washington Grammar.....	131 Page.....	1st.
Craven, Mrs. Nettie R.....	Mission Grammar.....	500 Eddy.....	Life.
Crawford, Mrs. J.....	Lincoln Grammar.....	2502½ California.....	Life.
Crocker, Mrs. Mary J. C.....	Sanchez St. Primary.....	206 Nineteenth.....	Life.
Crowley, Miss L. E.....	Hamilton Grammar.....	1629 Sacramento.....	1st.
Crowley, Miss Mary Eliz.....	Longfellow Primary.....	1109 Columbia.....	State Ed.
Crowley, Miss Kate H.....	Lincoln Evening.....	1629 Sacramento.....	1st.
Crowley, Miss Edith H.....	Hamilton Grammar.....	1629 Sacramento.....	1st.
Cullen, Miss L. R.....	Lincoln Grammar.....	530 Turk.....	1st.
Cullen, Miss Louise.....	Tehama Primary.....	749 Harrison.....	1st.
Cullen, Miss Jennie.....	Whittier Primary.....	103 Davisadero.....	1st.
Cumming, Mr. David.....	Boys' High.....	20 Fell.....	High S.
Currier, Miss Maggie H.....	Washington Grammar.....	24 Scott Place.....	State Ed.
Curtis, Miss Corinna.....	Hayes Valley Primary.....	514½ Fell.....	1st.
Curry, Miss Corinna.....	Lincoln Primary.....	444 Bryant.....	1st.
Curry, Miss Margaret E.....	Longfellow Primary.....	278 Minna.....	1st.
Cushoon, Miss Alice L.....	South San Francisco.....	830 Bush.....	1st.
Daniels, Miss May W.....	Five Mile School.....	2013 Polk.....	1st.
Daniels, Mrs. S. B.....	Denman Grammar.....	1777 Green.....	State Ed.
Danks, Miss Julia.....	Denman Grammar.....	2626 Sacramento.....	State Ed.
D'Ancona, Mr. A. A.....	Washington Evening.....	1408 Howard.....	1st.
D'Arcy, Miss A. M.....	Denman Grammar.....	1532 Polk.....	Life.
Davidson, Mr. R. P.....	Noe and Temple St. Primary	1001 Sutter.....	State Ed.
Davidson, Mrs. M.....	Noe and Temple.....	2821½ Mission.....	2d.
Davidson, Mr. W. W.....	Lincoln Evening.....	9 Fulton.....	Life.
Davies, Miss Fannie.....	Redding Primary.....	1420 Hyde.....	1st.
Davis, Mrs. Fannie V.....	Cleveland Primary.....	1923 Eddy.....	2d.
Day, Miss Eulalia A.....	Lincoln Primary.....	1507 Taylor.....	State Ed.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Deal, Mrs. L. B.	Potrero Evening School.	2334 Mission	1st.
Deane, Miss Mary A.	Redding Primary	1919 California	Life.
Deane, Mr. T.	Lincoln Evening	131 Post	2d.
Delay, Mr. Daniel J.	Ocean House	Ocean House Road	1st.
Denis, Miss Sarah A.	Cleveland Primary	1415 Sacramento	1st.
Denmau, Mr. James	Denman Grammar	1900 Vallejo	Life.
Derrick, Miss Alice L.	South San Francisco	705 Hyde	1st.
Devine, Miss Lena	On Leave	711 Jones	State Ed.
Diggs, Miss Kate M.	Substitute Class	722 Capp	2d.
Dixon, Miss Bessie	Franklin Grammar	1521 Clay	Life.
Doherty, Miss Emma	Broadway Grammar	1420 Taylor	1st.
Donahue, Mrs. Lizzie E.	Redding Primary	132 Julian avenue	Life.
Donnelly, Miss Sarah F.	Pacific Heights Grammar	25 Grand avenue	1st.
Donnelly, Miss Mary E.	Rincon Grammar	25 Grand avenue	Life.
Donnelly, Miss Louise	Rincon Grammar	25 Grand avenue	State Ed.
Donovan, Miss Ellen	Franklin Grammar	307 Hayes	2d.
Dore, Miss Anna M.	Rincon Grammar	112 Perry	Life.
Doran, Miss Julia A.	Lougfellow Primary	3032 California	Life.
Doran, Miss Marie E.	Powell Street Primary	916 Pacific	2d.
Dorsey, Mrs. Florence	Lincoln Grammar	2806 Bush	1st.
Douglas, Miss Effie	Pacific Heights Grammar	1615 Eddy	1st.
Doyle, Miss Lizzie E.	Lincoln Primary	Coruer Pine street and Central avenue	State Ed.
Downey, Miss Mary L.	Substitute Class	8 Hunt	1st.
Doyle, Miss Mary	Hamilton Evening	246 Nineteenth	1st.
Dunn, Miss Emily A.	Substitute Class	1223 Golden Gate avenue	2d.
Dunne, Miss Mamie	Substitute Class	722 Hyde	2d.
Dunn, Miss Mary A.	Buena Vista	1110 Taylor	2d.
Du Bois, Miss Anna E.	Garfield Primary	1416 Hyde	Life.
Dudley, Miss Alice J.	Pacific Heights Grammar	1881 Baker	Life.
Duffy, Miss A.	South San Francisco	1713 Hyde	1st.
Duffy, Miss Sarah J.	Golden Gate	429 Geary	1st.
Dunn, Miss C. E.	Eighth Street Primary	123 California avenue	2d.
Dunn, Miss Lizzie	Potrero Primary	1110 Taylor	1st.
Duncan, Miss Clara L.	Moulder	626 Polk	1st.
Durauid, Miss May	Cleveland Primary	1509 Pierce	Life.
Durkin, Miss Lulu	South End	1226 Folsom	1st.
Dwyer, Miss A. M.	Valencia Grammar	925 O'Farrell	1st.
Dwyer, Mrs. Maggie	Hayes Valley Primary	1503 Golden Gate ave.	2d.
Dwyer, Mr. James	Laguna Honda	1503 Golden Gate ave.	Life.
Dworzacek, Miss Bertha	John Swett Grammar	1527 Clay	1st.
Earle, Miss Susie H.	Clement Grammar	2314 Mission	Life.
Earle, Miss Clara B.	Grant Primary	2329 Bush	Life.
Edwards, Mr. Wm. H.	Potrero Primary	1 Fifth	Life.
Egan, Miss J. R.	Whittier Primary	910 Buchanan	1st.
Elder, Miss Elva R.	Jon Swett Grammar	2526 California	Life.
Elliot, Miss Emma F.	Mission Primary	136 Gough	1st.
Elliot, Miss K.	Girls' High	711 Jones	Life.
Elliot, Miss Mary	Sanchez Street Primary	136 Gough	1st.
Ellis, Miss Belle	Commercial	1913 Baker	2d.
Ellis, Miss Margery M.	Substitute Class	1913 Baker	1st.
Ellis, Miss Minora S.	North Cosmopolitan Gram.	27 South Park	Life.
Emmons, Miss Idella C.	Columbia Grammar	1023 Valencia	2d.
Emmons, Miss Mabel	Bartlett Primary	1023 Valencia	1st.
English, Miss R. F.	Bartlett Primary	900 Shotwell	State Ed.
Ephraim, Miss Jeannette	Tehama Primary	315 Golden Gate ave.	State Ed.
Ephraim, Miss Adeline	Grant Primary	315 Golden Gate ave.	1st.
Evans, Miss Josephine C.	Greenwich St. Primary	427 Sutter	Life.
Evans, Miss Lilian M.	Union Primary	408 Greenwich	2d.
Ewing, Miss Nellie	Hayes Valley Primary	2221 Scott, cor. Washing'th	2d.
Fagan, Miss Mary J.	Hayes Valley Primary	110 Jones	State Ed.
Fairchild, Miss Maria	South Cosmopolitan Gram.	307 Polk	State Ed.
Fairchild, Miss Carrie S.	Broadway Grammar	307 Polk	1st.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFICATE.
Fairchild, Miss H. M.....	Fairmount Primary.....	822 Geary.....	Life.
Fairweather, Miss Helen.....	Whittier Primary.....	1311 Laguna.....	2d.
Faucompre, Miss Marie E....	Substitute Class.....	1521 Broadway.....	1st.
Fay, Miss Mary A.....	Hayes Valley Primary.....	212 Francisco.....	Life.
Fay, Miss Rose.....	Greenwich St. Primary.....	212 Francisco.....	2d.
Featherly, Miss Henrietta....	Powell St. Primary.....	1107 Mason.....	Life.
Fenton, Mrs. B.....	Redding Primary.....	3262 Sacramento.....	Life.
Fiala, Miss Ada.....	Washington Evening.....	Alameda.....	1st.
Fischer, Miss Alice A.....	Clement Grammar.....	1619 Larkin.....	1st.
Fischer, Miss Jennie.....	Spring Valley Grammar.....	1309 Jackson.....	Life.
Fischer, Mr. Frank.....	Potrero Evening.....	1309 Jackson.....	2d.
Fisher, Miss Julia.....	Tehama Primary.....	1309 Jackson.....	2d.
Fitzpatrick, Miss Jessie D....	Potrero Primary.....	Stanyan.....	2d.
Fitzsimmons, Miss K.....	Garfield Primary.....	222 Lombard.....	Life.
Flaherty, Mrs. Belle.....	South San Francisco.....	424 Fourteenth.....	1st.
Flury, Miss Celine.....	Longfellow Primary.....	613 Larkin.....	1st.
Flint, Miss A. T.....	Denman Grammar.....	812 Hyde.....	State Ed.
Flynn, Miss Mary E.....	Hayes Valley Primary.....	29 Pleasant.....	2d.
Folsom, Miss Sovia A.....	Moulder Primary.....	504 Franklin.....	2d.
Forbes, Miss Jennie.....	Oak Street.....	320 Turk.....	Life.
Forester, Miss Annie M.....	South End.....	614 Powell.....	2d.
Fortier, Miss Rose.....	Oak Street.....	1906 Eddy.....	2d.
Foster, Mrs. Emily.....	South Cosmopolitan Gram.....	1209 Howard.....	Life.
Franklin, Miss Fannie.....	Golden Gate.....	212 Herman.....	2d.
Frontin, Miss Mary J.....	Whittier Primary.....	1119 Scott.....	2d.
Frontin, Miss Eliz. A.....	Whittier Primary.....	1119 Scott.....	State Ed.
Gallagher, Miss M. J.....	Denman Grammar.....	156 Third.....	Life.
Gallagher, Miss Annie M.....	Mission Grammar.....	115 Eleventh.....	1st.
Gallagher, Miss Ellen.....	Sanchez St. Primary.....	333 Guerrero.....	1st.
Gallagher, Miss Cora.....	Buena Vista.....	1827 Howard.....	1st.
Gallagher, Miss G.....	Mission Grammar.....	333 Guerrero.....	State Ed.
Galloway, Miss M. S.....	Greenwich St. Primary.....	2203 Devisadero.....	1st.
Gannon, Mrs. Minnie F.....	Longfellow Primary.....	1755 Ellis.....	State Ed.
Garland, Miss A. A.....	South Cosmopolitan Primary	435 Geary.....	Life.
Garness, Miss Emma F.....	South San Francisco.....	50 South Park.....	1st.
Gavigan, Miss Annie E.....	Grant Primary.....	216 Seventh.....	State Ed.
Gerichten, Mrs. J. E.....	South Cosmopolitan Gram.....	219 Capp.....	1st.
Gibson, Miss Myra A.....	Peabody Primary.....	602 Buchanan.....	2d.
Gilmore, Miss Forest A.....	Moulder School.....	2833 Folsom.....	1st.
Glennon, Miss Isabel T.....	Longfellow Primary.....	203 Taylor.....	Life.
Glidden, Miss Cora A.....	Cleveland.....	413 Twenty-second.....	State Ed.
Glidden, Miss Mary A.....	Substitute Class.....	413 Twenty-second.....	2d.
Goggin, Miss E. M.....	Haight Primary.....	Fair Oak and 26th.....	2d.
Goldstein, Miss Amelia.....	South Cosmopolitan Gram.....	2126 Bush.....	1st.
Goldsmith, Miss B.....	Denman Grammar.....	629 Geary.....	1st.
Goldsmith, Miss Rose.....	Starr King Primary.....	629 Geary.....	Life.
Goldsmith, Miss Ada.....	Sanchez St. Primary.....	629 Geary.....	1st.
Goldsmith, Miss Esther.....	Lobos Avenue.....	629 Geary.....	Life.
Goldman, Miss Julia E.....	Lobos Avenue.....	520 O'Farrell.....	1st.
Gorman, Mr. Wm. J.....	Lincoln Evening.....	710 Nineteenth.....	Life.
Gorman, Miss Jane B.....	Tehama Primary.....	44 Sixth.....	Life.
Gould, Miss Lucy L.....	Bartlett Primary.....	708 Capp.....	1st.
Grote, Miss Maggie E.....	Turk Street Primary.....	2230 Geary.....	2d.
Gracier, Miss Addie J.....	Columbia Grammar.....	California ave., near 28th street.....	State Ed.
Grant, Miss Helen A.....	Tehama Primary.....	1035 Filbert St., Oakland.....	Life.
Grant, Miss Ellen G.....	South San Francisco.....	414 Larkin.....	Life.
Graham, Miss L. M.....	Sanchez St. Primary.....	19 Glen Park avenue.....	1st.
Green, Mrs. A. H.....	Fairmount Primary.....	225 Bartlett.....	Life.
Greene, Miss K. M.....	South San Francisco.....	Fourteenth avenue, bet. P and 22d streets.....	1st.
Greer, Miss Jane E.....	Valencia Grammar.....	609 Seventeenth.....	Life.
Greer, Miss Mary L.....	Valencia Grammar.....	609 Seventeenth.....	Life.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Gregg, Miss Alice C.	Spring Valley Grammar	2110 Polk	Life.
Greenan, Mrs. Frank	Cleveland	1609 Folsom	1st.
Greenhood, Miss Fannie	Oak Street Primary	1224 Laguna	2d.
Grimm, Miss Adele	Union Primary	18 Lewis	1st.
Griffith, Mrs. Aurelia	Golden Gate Primary	824 Lombard	Life.
Greene, Miss Floride	Grant Primary	646 Folsom	2d.
Grote, Miss Sophie A.	Substitute Class	2230 Geary	2d.
Hall, Mrs. Marian	Lincoln Evening	1083 McAllister	1st.
Hagarty, Miss Annie M.	Columbia Grammar	133 Page	1st.
Hackett, Mrs. E. S.	Lincoln Primary	312 Eddy	Life.
Ham, Mr. Chas. H.	Washington Grammar	560 Eighteenth	1st.
Hamill, Mrs. Amelia H.	Tehama Primary	1705 Broderick	Life.
Hamilton, Mr. James T.	Lincoln Grammar	1013 Scott	Life.
Hamilton, Mrs. Carrie L.	Grant Primary	N. E. cor. Howard and 20th.	2d.
Hammond, Miss Ettie E.	Fairmount Primary	2732 Howard	1st.
Hammond, Miss Emily L.	Eighth Street Primary	714 Geary	1st.
Hanchette, Mrs. E. A.	North Cosmopolitan Gram'r	824 Lombard	Life.
Hanford, Miss Eveline V.	Substitute Class	17th ave. bet. L and M.	1st.
Hanlon, Miss Amelia I.	Peabody Primary	990 Folsom	1st.
Hanlon, Miss Louise	Greenwich Street Primary	990 Folsom	2d.
Harper, Miss Jeanette	Mission Grammar	306 Hyde	1st.
Harby, Miss Rosalie	Lincoln Grammar	114 Page	1st.
Hart, Miss Christine	Rincon Grammar	1516 California	Life.
Hart, Miss Pauline	Rincon Grammar	1516 California	Life.
Hart, Miss Lydia	Broadway Grammar	1516 California	1st.
Harrigan, Miss Lizzie B.	Lincoln Evening	1612 Leavenworth	1st.
Harrigan, Miss Jose	Mission Primary	949 Harrison	1st.
Harrigan, Miss M. A.	Spring Valley Primary	129 Twelfth	1st.
Hawley, Mr. E. W.	Haight Evening	2344 Mission	2d.
Hartmeyer, Mrs. Lotta A.	Lincoln Grammar	621 Bush	Life.
Hare, Miss F.	Columbia Grammar	505 Harrison	Life.
Hare, Mrs. K. M.	Lincoln Evening	1103 McAllister	1st.
Hart, Miss Susie	Whittier Primary	918 Lombard	2d.
Haswell, Miss Nellie C.	Broadway Grammar	526 Greenwich	State Ed
Haswell, Miss M. A.	Haight Primary	526 Greenwich	Life.
Hassen, Miss Kate M.	Shotwell Street Primary	608 Shotwell	State Ed.
Hanssler, Miss Maggie F.	Haight Primary	1116 Broadway	1st.
Hawes, Miss S. E.	Potrero Primary	Napa street, Potrero	State Ed.
Hawley, Miss M. E.	Noe & Temple Street Primary	233 San Jose avenue	1st.
Hayburn, Miss Marguerite E.	Peabody Primary	405 Gough	1st.
Haydon, Miss S. F.	Bernal Heights	603 Bartlett	1st.
Hazleton, Mrs. R.	Denman Grammar	2307 Broadway	Life.
Hefrou, Miss Nellie L.	Moulder	626 Haight	2d.
Henicke, Miss Emma M.	South Cosmopolitan Primary	2207 Pine	1st.
Heineberg, Miss Laura	South Cosmopolitan Primary	338 Golden Gate avenue	State Ed
Heney, Miss Libbie S.	Turk Street Primary	621 Fell	State Ed.
Hendry, Miss Maggie	Washington Grammar	314 Brannan	1st.
Henderson, Miss Mary J.	Noe and Temple Street	408 Larkin	Life.
Herrick, Miss Kate	Lincoln Evening	324 Turk	1st Spanish
Heath, Miss R. Lee	Emerson Primary	1512 Taylor	1st.
Hernndon, Miss A. C.	Haight Primary	621 Bush	Life.
Herbst, Mr. Adolph	South Cosmopolitan Gram'r	637 Golden Gate avenue	Life.
Hertz, Miss Regina	Ocean View	1227 Mission	1st.
Hession, Miss Kate	Garfield Primary	2023 Polk	1st.
Hession, Miss Margaret G.	Potrero Primary	2023 Polk	1st.
Hickey, Miss Kate M.	Tehama Primary	512 Jones	State Ed.
Hiester, Miss Ida M.	Whittier Primary	2641 Howard	1st.
Hill, Miss Annie A.	Shotwell Street Primary	603 Fillmore	Life.
Hillman, Miss Jennie C.	Shotwell Grammar	2027 Mission	1st.
Hinds, Miss Annie	Whittier Primary	764 Bryant	2d.
Hitchcock, Miss H. M.	South Cosmopolitan Gram'r	1010 Powell	2d.
Hitchens, Miss Lizzie	Lincoln Primary	115 Mason	2d.
Hobe, Miss S. A.	Lincoln Grammar	604 Capp	1st.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Hochheimer, Miss Julia.....	Union Primary.....	1506 Larkin.....	Life.
Hodgkinson, Miss Frances...	John Swett Grammar.....	539 O'Farrell.....	1st.
Hoffman, Mrs. M. L.....	Girls' High.....	434 Bartlett.....	Life.
Hogan, Mrs. M. A.....	Franklin Grammar.....	1314 Van Ness avenue.....	2d.
Holcombe, Miss E. Amelia...	Potrero Primary.....	1915 Sacramento.....	2d.
Holmes, Miss Hattie D.....	Noe and Temple Street.....	622 Natoma.....	1st.
Honigsberger, Miss Etta.....	Bartlett Primary.....	1316 O'Farrell.....	1st.
Hoogs, Mrs. M. A.....	Starr King Primary.....	69 Valley St., Oakland.....	State Ed.
Hopkins, Mrs. Laura T.....	Starr King Primary.....	2328 Mission.....	2d.
Hopps, Miss May E.....	South Cosmopolitan Primary	1029 McAllister.....	1st.
Horton, Miss Nettie.....	John Swett Grammar.....	3415 Geary.....	1st.
Horton, Mr. S. W.....	Garfield Evening.....	3415 Geary.....	2d.
Horton, Miss Maria.....	Hamilton Grammar.....	3415 Geary.....	1st.
Horn, Miss Laura T.....	Tehama Primary.....	1518 Mission.....	State Ed.
Houston, Miss Minnie A.....	Golden Gate Primary.....	230 Green.....	2d.
Houston, Miss Jennie.....	Clement Grammar.....	230 Green.....	1st.
Hough, Mrs. Susan E.....	Lincoln Primary.....	1217 Filbert.....	Life.
Howard, Miss L. B.....	Fairmount.....	1710 Buena Vista.....	State Ed.
Howell, Miss Jessie E.....	Spring Valley Primary.....	2228 Post.....	2d.
Hoy, Miss Naomi E.....	Tehama Primary.....	1114 Leavenworth.....	Life.
Hucks, Miss A. E.....	Lincoln Grammar.....	712 Taylor.....	Life.
Humphrey, Mrs. M.....	Valencia Grammar.....	126 Rose avenue.....	Life.
Hunt, Miss C. L.....	Girls' High.....	1026 Hyde.....	Life.
Hunt, Miss Abbie L.....	Lincoln Primary.....	59 Tehama.....	Life.
Huntley, Miss A. M.....	Lincoln Grammar.....	2114 Mission.....	Life.
Hurley, Miss J. M. A.....	Spring Valley Primary.....	1916 Pacific avenue.....	Life.
Hurley, Miss M. E.....	Washington Grammar.....	1916 Pacific avenue.....	State Ed.
Ingram, Mrs. V. C.....	Peabody Primary.....	2312 Steiner.....	State Ed.
Itsel, Mr. A. J.....	John Swett Grammar.....	1832 O'Farrell.....	Life.
Jacobs, Miss R.....	Lincoln Grammar.....	215 Powell.....	Life.
Jacobs, Miss Susie.....	Tehama Primary.....	215 Powell.....	State Ed.
Jacobs, Miss C.....	Haight Primary.....	215 Powell.....	Life.
Jenkins, Miss S. B.....	Fairmount.....	1403 Steiner.....	State Ed.
Jewell, Miss R. A.....	Denman Grammar.....	333 Guerrero.....	State Ed.
Jewett, Miss F.....	Girls' High.....	711 Jones.....	Life.
Jewett, Miss Annie S.....	Columbia Grammar.....	819 Graham.....	Life.
Johnson, Miss Marie J.....	Shotwell Street Primary.....	124 Golden Gate avenue.....	State Ed.
Johnson, Miss Annie M.....	Golden Gate.....	129 Turk.....	State Ed.
Johnston, Miss Jennie.....	Sanchez Street Primary.....	121 Capp.....	Life.
Johnston, Miss Clara.....	Ocean View.....	121 Capp.....	Life.
Jones, Miss S. J.....	Franklin Grammar.....	101 Hartford.....	State Ed.
Jones, Mrs. Maud H.....	Lincoln Evening.....	718 Leavenworth.....	Life.
Joseph, Mrs. Sarah N.....	Rincon Grammar.....		Life.
Josselyn, Miss Adah M.....	Bartlett Primary.....	941 Valencia.....	2d.
Kalnak, Miss Lillie A.....	Sanchez Street Primary.....	629 Ellis.....	1st.
Karsky, Miss Sarah J.....	Emerson Primary.....	2226 Post.....	2d.
Kennedy, James G.....	South San Francisco.....	2 Bond.....	Life.
Karatar, Miss A. C.....	Cleveland.....	217½ Polk.....	2d.
Keady, Miss Maggie T.....	Mission Primary.....	1213 Mission.....	2d.
Keau, Miss Annie M.....	Potrero Primary.....	7 Meacham.....	State Ed.
Keating, Miss M. E.....	Lincoln Primary.....	1112 Leavenworth.....	1st.
Keep, Miss Hattie.....	South End.....	15th ave., South S. F.....	1st.
Kellogg, Mr. A. E.....	Boys' High School.....		H. S.
Kelly, Miss Susie E.....	Clement Grammar.....	136 Seventh.....	Life.
Kelly, Mrs. Lettie.....	Broadway Grammar.....	Pine, near Devisadero.....	Life.
Kervan, Miss Ida.....	Redding Primary.....	160 Powell.....	2d.
Kennedy, Miss Kate.....	North Cosmopolitan Gram'r.	6168 Thirteenth, Oakland.....	Life.
Kewin, Miss Jennie E.....	Hayes Valley Primary.....	120 Julian ave.....	2d.
Kincaid, Mrs. M. W.....	Girls' High.....	2219 Pacific ave.....	Life.
Kinne, Mr. H. C.....	Eighth Street Primary.....	120 Fourth.....	Life.
Kinney, Miss Lillie M.....	Substitute Class.....	509½ Hyde.....	2d.
Klink, Miss Jennie S.....	Lobos Avenue.....	925 Pine.....	State Ed.
Knowlton, Mr. Ebenezzer.....	Commercial.....	876 Shotwell.....	Life.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Kobicke, Miss S.....	South Cosmopolitan Gram ..	334 Guerrero	1st.
Koenig, Mr. E. J.....	South Cos. Primary, Evening	St. Ann's Building.....	1st.
Kollmyer, Miss Kate A.....	Shotwell Street Primary.....	614 Powell.....	1st.
Kraus, Miss S.....	Lincoln Primary.....	1031 McAllister.....	Life.
Kennedy, Mr. N.....	South Cosmopolitan Gram...	132 Sixth.....	Life
Kennedy, Mr. Thos. E.....	Lincoln Evening.....	217 Sansome.....	1st.
Kraus, Miss Lulu.....	Lincoln Evening.....	1031 McAllister.....	1st.
Kean, Miss Katie.....	Whittier Primary.....	7 Meacham Place.....	1st.
Kaplan, Miss M. E.....	Garfield Primary.....	823 Larkin.....	1st.
Kennedy, Miss Annie.....	Greenwich Street Primary...	110 Haight.....	1st.
Kilpatrick, Mr. E. C.....	Hamilton Evening.....	1913 Jessie.....	1st.
Ladd, Miss Florence L.....	S. Cosmop. Primary, Evening	415 Twenty-second.....	1st.
Lahaney, Miss Mary E.....	Peabody Primary.....	South San Francisco.....	1st.
Laird, Miss Katie.....	Moulder Primary.....	1532 Clay.....	2d.
Laland, Miss Alice.....	South Cosmopol'n Grammar.	908 Sutter.....	State Ed.
Lambert, Mr. Daniel.....	Lincoln Grammar.....	534 Haight.....	Life.
Langstadter, Miss Pauline.....	Hamilton Grammar.....	816 Ellis.....	Life.
Louderback, Miss L.....	Starr King Primary.....	38 Willow.....	2d.
Leighton, Mrs. Mary A.....	Franklin Grammar.....	225 Eighth.....	2d.
Learned, Miss Emily G.....	Clement Grammar.....	628 Sutter.....	1st.
Lester, Mrs. E. F.....	Garfield Primary.....	757 Howard.....	2d.
Leszynsky, Mr. Isidor.....	Commercial.....	1012 Polk.....	1st.
Leszynsky, David L.....	Lincoln Evening.....	1025 Geary.....	2d.
Lewis, Miss Frances E.....	Clement Grammar.....	710 Golden Gate ave.....	1st.
Lewis, Miss Julia.....	Longfellow Primary.....	1012 Van Ness ave.....	State Ed.
Lewis, Miss Johanna C.....	Shotwell Street Primary.....	44 Hill.....	1st.
Levinson, Miss Rose.....	North Cosmopol'n Grammar.	1601 Post.....	Life.
Levy, Miss Hattie M.....	Peabody Primary.....	1157 Mission.....	State Ed.
Lewis, Miss Rose P.....	Whittier Primary.....	306 Grove.....	1st.
Libby, Miss Georgia F.....	John Swett Grammar.....	1616 Eddy.....	State Ed.
Lillie, Miss S. P.....	Hamilton Grammar.....	Berkeley.....	Life.
Lindberg, Miss Emily U.....	North Cosmopol'n Grammar.	806 Leavenworth.....	Life.
Lipman, Miss M. E.....	John Swett Grammar.....	1011 Polk.....	Life.
Little, Miss M. T.....	Valencia Grammar.....	1831 Jessie.....	State Ed.
Little, Miss Lizzie B.....	Clement Grammar.....	2127 Bush.....	State Ed.
Little, Miss Della E.....	Turk Street Primary.....	2127 Bush.....	1st.
Littlefield, Miss N. A.....	Potrero.....	511 Gough.....	Life.
Loughran, Miss S. F.....	Sanchez Street Primary.....	853 Seventeenth.....	State Ed.
Loud, Mrs. Emily S.....	Emerson Primary.....	923 Hyde.....	State Ed.
Loughlin, Miss Daisy.....	Pacific Heights Grammar ..	2219 Pacific ave.....	1st.
Love, Mrs. J.....	Denman Grammar.....	1714 Clay.....	State Ed.
Luchsinger, Miss Annie.....	Turk Street.....	921 Golden Gate ave.....	1st.
Lundt, Miss J. C.....	Mission Primary.....	2104 Mason.....	Life.
Lynch, Miss Alice E.....	Lincoln Primary.....	333 McAllister.....	State Ed.
Lyser, Mr. Albert.....	John Swett Grammar.....	610 Haight.....	Life.
Lynch, Miss Josie.....	Lincoln Primary.....	333 McAllister.....	1st.
Lyons, Miss Erin H.....	Whittier Primary.....	1220 Filbert.....	1st.
Mandeville, Miss Kate.....	Clement Grammar.....	2515 Folsom.....	1st.
Martin, Miss Hattie V.....	Pacific Heights Primary.....	2719 Pine.....	2d.
McCarthy, Miss Ella L.....	Irving.....	915 Sansome.....	1st.
McCarthy, Miss Tillie.....	Lincoln Primary.....	1148 Sutter.....	2d.
McColgan, Miss Kate F.....	South Cosmopol'n Grammar.	1809 Ellis.....	Life.
McCornell, Miss Q. O.....	Hayes Valley Primary.....	546 Turk.....	State Ed.
McCorkell, Miss Lizzie.....	Golden Gate Primary.....	1419 Octavia.....	1st.
McDade, Mr. J. J.....	Lincoln Evening.....	Santa Clara and York.....	1st.
McDemott, Miss Annie F.....	Whittier Primary.....	214 Grove.....	State Ed.
McDonnell, Miss May.....	Denman Grammar.....	826 Turk.....	1st.
McFadden, Miss Kate.....	John Swett Grammar.....	1607 Turk.....	Life.
McFarland, Miss Nellie F.....	Clement Grammar.....	118 Twelfth.....	Life.
McGeough, Miss Rose.....	Union Primary.....	908 Sansome.....	2d.
McGeavy, Miss Elizabeth J.....	Mission Primary.....	234 Sixth.....	2d.
McGuire, Miss Mary Ann.....	Longfellow Primary.....	16th ave., South S. F.....	2d.
McGuire, Miss Blanche.....	South San Francisco.....	16th ave., South S. F.....	1st.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
McHugh, Miss Mary C. T.	Union Primary.....	1317 Green.....	1st.
McKenzie, Miss Margaret...	Starr King Primary.....	1310 Mission.....	Life.
McKown, Mrs. M. E.....	Lincoln Grammar.....	1316 Steiner.....	Life.
McLongblin, Miss Agnes...	Franklin Grammar.....	426 O'Farrell.....	State Ed.
McTamney, Miss Martha...	Powell Street.....	314 Jessie.....	1st.
McNair, Miss L. C.....	South Cosmopolitan Primary	225 Oak.....	State Ed.
McNicoll, Miss Belle.....	Columbia Grammar.....	441 Twenty-second.....	Life.
McClain, Miss Katie.....	Franklin Grammar.....	1104 Taylor.....	2d.
McDonnell, Miss Louisa...	Grant Primary.....	135 Haight.....	2d.
McVerry, Miss Mary.....	Irving Primary.....	2110 Hyde.....	2d.
Macanley, Miss Sarah.....	Mission Grammar.....	306 Hyde.....	1st.
Maccord, Miss Louisa...	Whittier Primary.....	1414 Larkin.....	2d.
Macdonald, Miss Kate...	Franklin Grammar.....	1022 Twentieth.....	Life.
MacDonald, Mr. A. H.....	Lincoln Evening.....	1513 Valencia.....	1st.
Madden, Miss May.....	Mission Grammar.....	1627 Folsom.....	1st.
McKay, Miss Margaret...	Lincoln Evening.....	1209 Powell.....	1st.
Madden, Mrs. Mary C.....	Bartlett Primary.....	17 Glen Park avenue...	2d.
McLaughlin, Miss A.....	South Cos. Primary, Evening	2617 Bush.....	1st.
Maher, Miss J. G.....	Lincoln Evening.....	671 Harrison.....	2d.
Murphy, Miss Julia A.....	Cleveland Primary.....	721 Golden Gate avenue...	2d.
Michenor, Mrs. M. E.....	Lincoln Primary.....	1204½ Larkin.....	1st.
Magner, Miss Mary.....	Shotwell Street Primary...	921 Greenwich.....	State Ed
Mahoney, Miss Eily S.....	Spring Valley Primary...	1503 Pacific.....	1st.
Mahoney, Miss Margaret J.	Cleveland.....	1503 Pacific.....	1st.
Maier, Miss Florence.....	Lincoln Evening.....	125 O'Farrell.....	1st.
Maloney, Miss Kate A.....	Bartlett Primary.....	1512 Mission.....	2d.
Maloney, Miss Nellie A...	Whittier Primary.....	1512 Mission.....	2d.
Mallory, Miss Ida R.....	South San Francisco.....	126 Fifth.....	Life.
Mann, Mr. A. L.....	Boys' High.....	2402 Mission.....	Life.
Mann, Mrs. S. J.....	Valencia Grammar.....	2402 Mission.....	Life.
Manning, Miss Agnes M...	Lincoln Primary.....	711 Jones.....	Life.
Martin, Miss Fannie.....	Redding Primary.....	511 O'Farrell.....	1st.
Martin, Miss Ada.....	Greenwich Street Primary...	Rnss Honse.....	Life
Martin, Miss Alice M.....	Lincoln Grammar.....	2914 California.....	1st.
Martin, Miss Emilie L...	South Cos. Primary.....	6 Pfeiffer.....	1st.
Mathieson, Miss Grace...	Hamilton Grammar.....	230 Green.....	State Ed
Mayborn, Mrs. M. J.....	Denman Grammar.....	San Pablo ave., Oakland.	Life.
Mayers, Miss Rachel.....	Cleveland.....	3031 Sixteenth.....	State Ed
Mayers, Miss Bessie.....	Tehama Primary.....	3031 Sixteenth.....	2d.
Meighan, Miss Kate.....	Point Lobos.....	1425 Polk.....	1st.
Melrose, Mrs. Mary H.....	Lincoln Primary.....	1310 Broderick.....	Life.
Menges, Miss C. A.....	John Swett Grammar.....	SE cor. Mason and Ellis..	State Ed.
Metcalf, Miss Alice H.....	Haight Primary.....	2819 Folsom.....	1st.
Meyer, Miss Rachel.....	Engerson Primary.....	907 McAllister.....	1st.
Miley, Miss A.....	South Cos. Grammar.....	2401 Buchanan.....	1st.
Miles, Mrs. S. A.....	Valencia Grammar.....	3 Fulton.....	Life.
Miller, Miss E. J.....	Valencia Grammar.....	713½ Treat avenue.....	Life.
Miller, Miss Minnie E.....	Haight Primary.....	1935 Jessie.....	Life.
Miller, Miss S. E.....	Haight Primary.....	239 Sixteenth.....	Life.
Mims, Mr. G. W.....	Girls' High.....	937 Guerrero.....	Life.
Minor, Miss G. D.....	Potrero Primary.....	767 Howard.....	1st.
Molloy, Miss Bessie.....	Lincoln Primary.....	1708 Geary.....	Life.
Mooney, Miss Fannie.....	South Cos. Primary.....	711 Jones.....	1st.
Moore, Miss Margaret...	Greenwich Street Primary...	1410 Taylor.....	1st.
Moore, Mrs. Matilda E.....	Sanchez Street Primary...	128 Collingwood.....	Life.
Morse, Miss Georgia C...	Lincoln Primary.....	1726 O'Farrell.....	State Ed
Morey, Miss Sabie E.....	Tehama Primary.....	1028½ Folsom.....	Life.
Morgan, Miss Rose E.....	Lincoln Grammar.....	21 Oak Grove avenue...	State Ed.
Moroney, Miss M. E.....	Franklin Grammar.....	1628 Eddy.....	Life.
Morton, Miss Ella J.....	Hamilton Grammar.....	1016 Webster.....	1st.
Morton, Miss C. L.....	Valencia Grammar.....	450 Bartlett.....	Life.
Morrison, Miss Mary E...	Denman Grammar.....	2328 Folsom.....	State Ed.
Moynihan, Miss Lizzie J...	Valencia Grammar.....	310 Seventh.....	2d.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Moynihan, Miss Nora.....	Cleveland.....	310 Seventh.....	State Ed.
Murphy, Miss Nellie.....	John Swett Grammar.....	721 Golden Gate avenue..	State Ed.
Murphy, Miss M. M.....	West End.....	1532 Polk.....	1st.
Murphy, Miss Mary C.....	Fairmount.....	228 Seventeenth.....	2d.
Mury, Miss Lili.....	South Cos. Primary.....	26 McAllister.....	2d.
Meador, Miss E. L.....	Grant.....	416 Valjejo.....	1st.
Morton, Mr. Frank.....	Boys' High.....	126 Eleventh, Oakland....	H. S.
Monahan, Miss Minnie A....	Substitute Class.....	1215 Geary.....	1st.
Murphy, Miss Jennie L.....	Substitute Class.....	2529 Howard.....	1st.
Moulty, Miss Adele C.....	Lincoln Evening.....	433 McAllister.....	1st.
Myers, Mrs. A. L. M.....	Columbia Grammar.....	100 McAllister.....	State Ed.
Narjot, Miss Louise.....	Lincoln Evening.....	1500 Taylor.....	1st.
Nelson, Miss A. G.....	Haight Primary.....	1023 Twenty-first.....	2d.
Newhall, Mrs. Cecelia.....	Powell Street Primary.....	1915 Sacramento.....	2d.
Nolan, Miss Cecilia B.....	Substitute Class.....	1424 Pacific.....	2d.
Nolan, Miss Philomena M....	Washington Evening School.	1424 Pacific.....	2d.
Noon, Miss Mary G.....	Starr King Primary.....	317 Haight.....	2d.
Orr, Miss Lizzie A.....	Whittier Primary.....	2104 Howard.....	2d.
Owen, Mrs. Annie E.....	Clement Grammar.....	908 Leavenworth.....	2d.
Owens, Miss Nellie M.....	Girls' High.....	1316 Pine.....	Life.
O'Brien, Miss Kate C.....	Redding Primary.....	1709 Broderick.....	2d.
O'Brien, Miss Kate M.....	Starr King.....	927 Natoma.....	1st.
O'Brien, Miss Julia.....	South Cos. Grammar.....	531 Turk.....	Life.
O'Brien, Miss Kate.....	John Swett Grammar.....	319 Oak.....	Life.
O'Brien, Miss Annie.....	South San Francisco.....	321 Clementia.....	1st.
O'Brien, Miss Maggie.....	Spring Valley Primary.....	319 Oak.....	2d.
O'Connell, Miss Annie.....	Starr King Primary.....	952 Mission.....	2d.
O'Leary, Miss K. R.....	South Cos. Grammar.....	2116 Howard.....	Life.
O'Loughlin, Miss Nellie....	South Cos. Grammar.....	116 Turk.....	Life.
O'Malley, Miss Addie.....	Powell Street Primary.....	3 Highland Terrace.....	2d.
O'Neal, Mrs. M. L.....	Lincoln Grammar.....	1702 Washington.....	Life.
O'Rourke, Miss M.....	Lincoln Grammar.....	232 Page.....	State Ed.
Page, Miss Delia E.....	Pacific Heights.....	730 Post.....	1st.
Palmer, Mrs. A. C.....	Lincoln Grammar.....	526 Turk.....	1st.
Parker, Miss Jean.....	Broadway Grammar.....	1320 Jones.....	Life.
Parolini, Mrs. M. J.....	Point Lobos.....	919½ Mission.....	Life.
Patton, Miss Jessie R.....	Mission Grammar.....	1659 Mission.....	Life.
Patterson, Miss I.....	Lincoln Grammar.....	59 Hoff avenue.....	Life.
Peake, Mrs. Bessie M.....	Peabody Primary.....	416 Capp.....	2d.
Pechin, Mrs. Celina R.....	Broadway Grammar.....	1778 Green.....	Life.
Peck, Miss Annie E.....	Pacific Heights Grammar....	120 Guerrero.....	State Ed.
Phillips, Miss H.....	South Cos. Grammar.....	608 Polk.....	State Ed.
Phillips, Miss Mary.....	Bartlett Primary.....	2719 Folsom.....	1st.
Phelps, Mrs. J. H.....	Rincon Grammar.....	1516 California.....	1st.
Pike, Miss Anna E.....	Broadway Grammar.....	313 Taylor.....	State Ed.
Plummer, Miss Albertine....	Sanchez Street Primary.....	320 Castro.....	State Ed.
Plunkett, Mrs. C. F.....	Columbia Grammar.....	231 San Jose ave.....	Life.
Poole, Mrs. Ella Marie.....	Longfellow Primary.....	44 Third.....	2d.
Prag, Mrs. M.....	Girls' High.....	1018 Van Ness avenue.....	Life.
Prescott, Miss D. S.....	Irving Primary.....	1532 Polk.....	Life.
Prior, Mr. Philip.....	Bernal Heights.....	Mission, south of 26th....	Life.
Provost, Miss Emma H.....	Golden Gate Primary.....	708 Fell.....	1st.
Provost, Miss Lottie E.....	Lincoln Primary.....	708 Fell.....	Life.
Putnam, Miss C.....	Denman Grammar.....	1012 Washington.....	1st.
Piper, Miss Lily K.....	South San Francisco.....	Bay View, S. San Fran'co.	1st.
Poppé, Miss Martha H.....	Potrero Primary.....	902 Shotwell.....	1st.
Quinlan, Miss Kate F.....	Powell Street Primary.....	306 Grove.....	2d.
Racet, Miss Victoria M.....	Spring Valley Grammar.....	1518 Broadway.....	Life.
Radford, Miss Cassie M.....	Washington Grammar.....	1425 Sacramento.....	1st.
Radford, Miss Maggie V.....	Garfield Primary.....	1425 Sacramento.....	1st.
Reinstein, Miss Gussie.....	Lombard Street Primary.....	906 Ellis.....	2d.
Ragan, Mr. Denis F.....	Lincoln Evening.....	441 Minna.....	1st.
Rankin, Miss Belle.....	Denman Grammar.....	1527 Sutter.....	Life.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI-
			CATS.
Rattan, Mr. Volney.....	Girls' High.....	1511 Larkin.....	Life.
Rainey, Miss Julia.....	Lincoln Evening.....	303 Davis.....	1st.
Reed, Mr. Lafayette W.....	Valencia Grammar.....	905 Larkin.....	Life.
Renwick, Miss Louise.....	Mission Primary.....	527 Capp.....	1st.
Reynolds, Mrs. F. E.....	John Swett Grammar.....	1532 Polk.....	Life
Richards, Miss Lenora A.....	Commercial School.....	St. Ann's Building, 6 Eddy	1st
Richardson, Miss Florence J.....	Substitute Class.....	2835 Folsom.....	2d.
Rightmire, Miss Sallie A.....	Emerson Primary.....	1417 Scott.....	Life.
Robertson, Miss Aug. C.....	Rincon Grammar.....	730 Sutter.....	Life.
Robertson, Mr. W. A.....	Hamilton Grammar.....	18 Elliot Park.....	Life.
Robertson, Miss Margery C.....	Powell Street Primary.....	2 Chelsea Place.....	Life.
Roberts, Miss M. E.....	South Cos. Primary.....	1915 Ellis.....	Life.
Robinett, Miss Minna.....	Mission Primary.....	2132 Howard.....	State Ed.
Robinett, Miss Margaretta.....	Shotwell Street Primary.....	2132 Howard.....	State Ed.
Roche, Miss Tessie J.....	Garfield Primary.....	417 Eddy.....	2d.
Roche, Miss Annie J.....	Cleveland.....	417 Eddy.....	Life.
Hollins, Miss Annie.....	Turk Street Primary.....	234 Oak.....	1st.
Roper, Miss Mary A.....	Lincoln Primary.....	312 Eddy.....	Life.
Rothganger, Mr. George.....	Lincoln Evening.....	834 Harrison.....	1st.
Ryan, Miss M.....	Bartlett Primary.....	133 Powell.....	1st.
Roberts, Miss Maria.....	Spring Valley Grammar.....	102 Anstin.....	2d.
Rosenberg, Miss Leah.....	Eighth Street Primary.....	1306 Laguna.....	2d.
Rowe, Miss M. M.....	Greenwich Primary.....	1517½ Taylor.....	2d.
Rowe, Miss Katie R.....	Tehama Primary.....	16 Perry.....	1st.
Ryan, Miss Lizzie T.....	Tehama Primary.....	2225 Jackson.....	2d.
Ryder, Miss L. E.....	Lincoln Grammar.....	652 Market.....	State Ed
Reynolds, Miss M. B.....	Emerson Primary.....	515 Jones.....	1st.
Ryan, Miss Belle.....	Substitute Class.....	1434 Broadway.....	1st.
Reddy, Miss M. A.....	Substitute Class.....	1915 Filbert.....	2d.
Rightmire, Miss J. A.....	Substitute Class.....	1417 Scott.....	2d.
Saunders, Miss Josephine.....	Redding Primary.....	632 Polk.....	2d.
Shaw, Miss Emily M.....	Normal Class.....	564 Fifteenth, Oakland.....	.....
Simpson, Miss Lily.....	Eighth Street Primary.....	312 Sixth.....	2d.
Charles, Mrs. Julia.....	Pacific Heights.....	2327 California.....	1st.
Scheier, Miss Hat tie.....	Moulder.....	9 Hyde.....	1st.
Scheier, Miss Rose.....	Substitute Class.....	9 Hyde.....	1st.
Scherer, Miss M. A.....	South End.....	769 Folsom.....	State Ed.
Schudel, Miss Ada.....	Lincoln Primary.....	408 California avenue.....	1st.
Scott, Miss Josie.....	Washington Grammar.....	1020 Clay.....	1st.
Selling, Miss Eugenia.....	North Cosmopol'n Grammar.....	1310 Geary.....	1st.
Selling, Miss Nathalia.....	Redding Primary.....	1521 Geary.....	Life.
Senlar, Miss Belle L.....	Lombard.....	Abbotsford House.....	1st.
Shaw, Mrs. B. A.....	Lincoln Primary.....	307 Hayes.....	Life.
Shaw, Miss Ida E.....	Emerson Primary.....	2810 Pine.....	1st.
Shea, Miss M. T.....	Lincoln Grammar.....	2613 Polk.....	Life.
Shea, Miss Annie B.....	Spring Valley Grammar.....	2613 Polk.....	1st.
Shearer, Miss F. M.....	John Swett Grammar.....	1534 Bush.....	State Ed.
Shepherd, Miss Kate.....	Whittier Primary.....	18 Twelfth.....	Life.
Shipman, Miss Eliz. H.....	Broadway Grammar.....	2021 California.....	1st.
Short, Miss Julia B.....	Spring Valley Grammar.....	228 Capp.....	Life.
Sibley, Mr. J. M.....	.....	711 Post.....	Life.
Simms, Miss Esther.....	Clement Grammar.....	20 Elgin Park.....	1st.
Simon, Mrs. Minna.....	John Swett Grammar.....	1811 Baker.....	State,Ed.
Simon, Miss Malvina.....	Whittier Primary.....	1608 Van Ness avenue.....	2d.
Simonsen, Miss Bertha.....	Sanchez St. Primary.....	724 Harrison.....	2d.
Simpson, Miss Lizzie A.....	Lincoln Evening.....	2535 Mission.....	2d.
Sisson, Mrs. Caroline M.....	Buena Vista.....	2506 Bush.....	Life.
Slavan, Miss Mary H.....	Cleveland.....	468 Seventeenth.....	2d.
Slavan, Miss Annie E.....	Cleveland.....	468 Seventeenth.....	Life.
Sleeper, Miss Mary.....	Rincon Grammar.....	222 Shotwell.....	State Ed.
Smiley, Miss Helen M.....	Emerson Primary.....	1624 Clay.....	1st.
Smith, Miss Jessie.....	Girls' High.....	1239 Pine.....	Life.
Smith, Miss Addie G.....	Rincon Grammar.....	1239 Pine.....	1st.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONTINUED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Smith, Mrs. Virginia E.	North Cosmopol'n Grammar	427 Sutter	1st.
Smith, Miss Jennie	Longfellow Primary	1239 Pine	Life.
Smith, Miss Sara H.	Powell St. Primary	2609 Sacramento	1st.
Smith, Miss Maggie A.	Lincoln Primary	409 McAllister	1st.
Smith, Miss Mary J.	Mission Primary	409 McAllister	2d.
Smyth, Miss Maggie	Longfellow Primary	22 Hampton Place	2d.
Solomon, Miss Mary	Powell Street Primary	1620 Clay	Life.
Somerset, Miss C. J.	Franklin Grammar	314 Turk	State Ed.
Soule, Miss M. L.	Girls' High	702 Dolores	Life
Soule, Miss F. L.	Lincoln Grammar	825 Polk	Life.
Soule, Miss Maud	Substitute Class	325 Larkin	1st.
Silver, Mrs. M.	Longfellow Primary	1431 O'Farrell	State Ed.
Stege, Miss Mollie E.	Redding Primary	1919 Webster	2d
Sutherland, Miss A. E.	Redding Primary	1148 Sutter	2d
Spalding, Miss Harriet	Haight Primary	2251 Mission	State Ed.
Sprague, Miss Abbey F.	Whittier Primary	929 Haight	Life.
Sprott, Miss Maggie	Lincoln Evening	4 Ford	Life.
Stallman, Miss Nettie C.	Hamilton Grammar	1824 Sutter	State Ed
Stanford, Miss Belle M.	South Cos. Primary	2401 Buchanan	State Ed.
Stebbins, Miss Minnie G.	Powell St. Primary	1906 Stockton	1st.
Steele, Mrs. Mattie	Hamilton Grammar	536 Polk	Life.
Steele, Mrs. Minna	South Cos. Primary	1930 Union	Life.
Stewart, Mrs. F. A.	Greenwich St. Primary	903 1/2 Guerrero	2d.
Stewart, Miss Jessie M.	Union Primary	1571 7th ave., E. Oakland.	1st.
Stincen, Miss Emma E.	Whittier Primary	n. e. cor. Chestnut & Hyde	Life.
Stincen, Miss Alice M.	Grant Primary	n. e. cor. Chestnut & Hyde	Life
Stoddard, Miss Birda E.	Potrero Primary	426 Sutter	2d.
Stohr, Miss Tillie C.	Turk St. Primary	837 Golden Gate ave.	Life.
Stone, Miss Martha	Franklin Grammar	1003 Leavenworth	Life.
Stone, Mr. W. W.	South San Francisco	31 Liberty	Life.
Stoue, Mr. Dudley C.	Commercial	1513 Sacramento	Life.
Stowell, Miss Mary E.	Rincon Grammar	546 Turk	Life.
Stowell, Miss Persis M.	Hayes Valley Primary	546 Turk	Life.
Stovall, Miss Anna M.	Union St. Experimental	32 Glen Park ave.	1st.
Straus, Miss Ida R.	Hamilton Grammar	1309 Larkin	State Ed.
Sturges, Mr. Selden	Washington Grammar	734 Shotwell	Life.
St. John, Mrs. Hester A.	Rincon Grammar	915 McAllister	Life.
Sullivan, Mrs. Therese M.	North Cos. Grammar	1419 Washington	Life.
Sullivan, Miss Nellie F.	Mission Grammar	1936 Jessie	State Ed.
Sullivan, Miss Nora G.	Mission Grammar	1936 Jessie	Life.
Sullivan, Miss Annie M.	Columbia Grammar	829 Valencia	1st.
Sullivan, Miss Nora M.	Mission Primary	1218 Twenty-first	2d.
Summerfield, Miss Alice	Grant Primary	501 Geary	Life.
Sweeney, Miss C. L.	Haight Primary	1613 Stevenson	State E.I.
Swett, Mr. John	Girls' High	1419 Taylor	Life.
Sykes, Mrs. Jeannette M.	Sanchez St. Primary	13 Delou	State Ed.
Stewart, Miss Virginia	Columbia Grammar	9 Glou Park ave	1st.
Scholl, Miss Emma	Eighth St. Primary	873 Mission	1st.
Stolz, Miss Rose B.	Sanchez Street Primary	405 Leavenworth	1st.
Stoddard, Miss B. E.	Potrero Primary	426 Sutter	2d.
Soule, Miss Maud	Fairmount Primary	325 Larkin	1st.
Scheier, Miss Rose	South San Francisco	9 Hyde	1st.
Stern, Mrs. Eliza	Substitute Class	1024 Larkin	1st.
Smith, Miss A. M.	Substitute Class	623 Howard	1st.
Thomas, Miss Ella	Starr King Primary	10 South Park	2d.
Thom, Miss Marian S.	Noe and Temple St. Primary	1025 Alabama	1st.
Tieroff, Miss Laura N.	Union Primary	1118 Kearny	2d.
Taylor, Mrs. Agnes	Emerson Primary	922 Van Ness avenue	Life.
Templeton, Mr. M. L.	Boys' High	232 Fair Oaks	Life.
Templeton, Miss C. A.	West End	2738 Sixteenth	Life.
Templeton, Miss L. S.	Franklin Grammar	2738 Sixteenth	Life.
Templeton, Miss S. L.	Pacific Heights	930 Seventeenth	Life.
Thayer, Miss Rose	Chinese School	807 Stockton	1st.

LIST OF TEACHERS, SCHOOLS AND RESIDENCES—CONCLUDED.

NAMES.	SCHOOLS.	RESIDENCES.	CERTIFI- CATES.
Thompson, Miss Roberta A.	Turk St. Primary.....	2213 Fillmore.....	State Ed.
Thompson, Miss H. M.	Girls' High.....	546 Turk.....	Life.
Thompson, Miss Charlotte...	Substitute Class.....	2307 Fillmore.....	2d.
Thompson, Miss Helen M.	Spring Valley Grammar.....	2213 Fillmore.....	Life.
Thompson, Miss Sadie R.	Turk St. Primary.....	2203 Larkin.....	Life.
Thompson, Miss Nellie S.	Pacific Heights.....	903 Sutter.....	1st.
Thurton, Miss S. E.	Girls' High.....	1312 Jones.....	High Sch.
Tiernau, Mrs. Annie E.	Hamilton Grammar.....	428 Oak.....	Life.
Tideman, Miss D.	South Cos. Grammar.....	824 Myrtle, Oakland.....	1st.
Tompkins, Mrs. Cora.....	Bernal Heights Primary.....	721 Shotwell.....	Life.
Tompkins, Miss Rosa.....	South Cosmopolitan Primary.....	Beresford House.....	1st.
Trask, Mrs. A. S.	Greenwich St. Primary.....	927 Greewich.....	Life.
Trask, Mrs. A. L.	Valencia Grammar.....	621 Capp.....	2d.
Traynor, Miss Mary E.	Lobos Avenue.....	705 Hyde.....	Life.
Troyer, Mrs. Virginia.....	Starr King Primary.....	208 Seventh, Oakland.....	Life.
True, Mr. Chas. F.	Clement Grammar.....	Alameda.....	Life.
Tarpey, Miss W. L.	Peabody Primary.....	829 Fifteenth.....	2d.
Twomey, Miss A. F. R.	Cleveland Primary.....	314 Seventh.....	2d.
Taaffe, Mr. Lawrence.....	Potrero Evening.....	San Jose av. & Roanoke.....	1st.
Unger, Miss Annie.....	South Cos. Primary.....	726 O'Farrell.....	State Ed.
Unger, Miss Rachel.....	Spring Valley Grammar.....	726 O'Farrell.....	1st.
Van Den Bergh, Miss Flora..	Powell St. Primary.....	811 Leavenworth.....	2d.
Varney, Mrs. Eliz. H. B.	Mission Primary.....	121 Julian ave.....	2d.
Varney, Miss Mary C. B.	Rincon Grammar.....	121 Julian ave.....	1st.
Von Buchholtz, Miss M.	South Cos. Grammar.....	145 Ellis.....	Life.
Wade, Miss Lucy.....	Substitute Class.....	515 Twenty-fifth.....	2d.
Wade, Miss Nettie.....	Fairmount.....	515 Twenty-fifth.....	State Ed.
Walker, Mrs. Maggie H.	Mission Primary.....	808 Octavia.....	Life.
Walsh, Miss Mary T.	Grant Primary.....	2309 Fillmore.....	1st.
Washburn, Mrs. Georgia.....	Turk St. Primary.....	1418 California.....	Life.
Watson, Miss Louise P.	Washington Grammar.....	24 Scott place.....	2d.
Webster, Mr. R. H.	Boys' High.....	2005 Fillmore.....	1st.
Webster, Miss Sadie A.	Powell St. Primary.....	14 Guy Place.....	2d.
Weed, Miss Alice.....	Starr King Primary.....	1217 Leavenworth.....	Life.
Weinmann, Mr. Louis.....	Commercial School.....	2702 Laguna.....	1st.
Wettig, Miss Anna.....	Greenwich St. Primary.....	1133½ Pacific.....	1st.
Wentworth, Miss M. A.	John Swett Grammar.....	534 Turk.....	State Ed.
Wheeler, Mrs. Jason D.	Golden Gate Primary.....	2130 Bush.....	Life.
White, Mr. Wm.	Normal Class.....	413 Bartlett.....	Life.
White, Mr. Silas A.	Valencia Grammar.....	2213 Larkin.....	Life.
White, Mr. T. B.	Boys' High.....	905 Market.....	Life.
White, Miss Elizabeth.....	Tehama Primary.....	29 Gleu Park ave.....	Life.
White, Miss W.	Broadway Grammar.....	629 O'Farrell.....	State Ed.
Whirlow, Miss H. E.	Broadway Grammar.....	1314 Jones.....	State Ed.
Wickman, Miss Emma A.	John Swett Grammar.....	619 Fell.....	2d.
Wideman, Dr. James.....	South Cos. Grammar.....	2522 Webster.....	Life.
Wilson, Miss S. M.	Lincoln Grammar.....	1227 Turk.....	Life.
Wilson, Mr. J. K.	Boys' High.....	1227 Turk.....	Life.
Williams, Mrs. M. C.	Valencia Grammar.....	227 Sixth.....	Life.
Williamson, Miss Ethel L.	Shotwell St. Primary.....	23 Lappidge.....	2d.
Winn, Mr. A. T.	Boys' High.....	230 Herman.....	Life.
Wing, Miss Florence D.	Irving Primary.....	707½ McAllister.....	State Ed.
Wiseman, Miss Mary.....	Golden Gate Primary.....	123 Twelfth.....	State Ed.
Wolf, Miss Florence S.	Tehama Primary.....	1618 Laguna.....	2d.
Wood, Miss Maud M.	Substitute Class.....	630 O'Farrell.....	2d.
Wood, Mrs. N. A.	Hamilton Grammar.....	2211 Steiner.....	Life.
Wood, Mrs. Elizabeth A.	Tehama Primary.....	1012 Bush.....	Life.
Woodland, Mrs. I.	Garfield Primary.....	5 Yerba Buena.....	1st.
Wool, Miss H. L.	Spring Valley Primary.....	719 Polk.....	Life.
Wright, Mrs. Mamie S.	Spring Valley Grammar.....	2519 Sacramento.....	Life.
Wright, Mrs. Ada E.	Greenwich Street Primary.....	Seventh and Washington, Oakland.....	Life.
Wolf, Miss Lulu.....	Franklin Grammar.....	2202 Leavenworth.....	1st.
Williams, Miss Kate.....	North Cos. Grammar.....	426 Clementina.....	2d.
Wolcott, Miss E. J.	Substitute Class.....	1123 Bush.....	1st.
Zweybruck, Miss A.	South Cosmopolitan Gram..	27 Fulton.....	State Ed.
Zweybruck, Miss Edith.....	South Cos. Primary Evening.	27 Fulton.....	1st.

LIST OF JANITORS, SCHOOLS AND RESIDENCES.

NAMES.	SCHOOLS.	RESIDENCES.
Aurich, Mr. A.	John Swett Grammar	1804 Geary
Busteed, Mrs. A.	Noe and Temple Street.	Twenty-sixth and Noe.
Bogue, Mrs. Kate.	Bernal Heights.	Next to School building.
Byrne, Mrs. D.	Emerson Primary.	
Buttner, Mr. Henry	Valencia Grammar	515 Guerrero
Buttner, Mrs. Henry	Bartlett Primary.	515 Guerrero
Conway, Mrs. E.	Spring Valley Primary.	5 Gilbert.
Corlett, Mrs. M.	Lincoln Primary.	502 Linden avenue.
Callahan, Mrs. K.	Lobos Avenue.	815 Point Lobos avenue.
Conley, Mrs. Annie.	Laguna Honda	Seventh avenue, near L street.
Chamberlain, Mrs. A.	South End.	William, near Henry.
Collins, Mr. A. W.	South Cosmopol'n Grammar.	1129 Ellis.
Cole, Mr. James B.	Boys' High.	
Corbett, Mrs. Kate.	Irving Primary.	515 Castro.
Delano, Mr. Geo. W.	Clement Grammar.	
Derrick, Mrs. M. L.	Girls' High.	705 Hyde.
Daly, Miss N.	Garfield Primary.	1414 Kearny.
Durham, Mrs. M.	Union Primary.	1420 Kearny.
Donahue, Mrs. K.	Point Lobos.	
Dwyer, Mrs. Ann.	Ocean View.	
Flanagan, Miss K.	Eighth Street Primary.	
Gregg, Mrs. John.	Commercial School.	10234 Clay.
Glynn, Mrs. H.	One-half of Whittier Primary	416 Fifth.
Gillespie, Mrs. F.	Longfellow Primary.	733 Bryant.
Gordon, Mrs. S.	Powell St. Primary.	909 Jackson.
Gaines, Mrs. K.	Broadway Grammar.	1423 Mason.
Gorman, Mrs. Mary	Peabody Primary.	28 Thirteenth.
Glascow, Miss.	Ocean House.	
Hanford, Miss E.	Golden Gate Primary.	
Harvey, Mrs. K.	Shotwell St. Primary.	
Hayes, Mrs. M.	Lincoln Primary.	5104 Natoma.
Hudson, Mrs. Jane.	Union St. Experimental.	512 Union.
Jones, Mrs. Z. C.	Denman Grammar.	823 Bush.
Johnston, Mrs. Eliza.	Starr King Primary.	225 Filbert.
Johnson, Mrs. M. C.	Haight Primary.	
Kelly, Mrs. M.	Cleveland School.	1207 Howard.
Kelly, Mrs. M. T.	Hayes Valley Primary.	7414 Tehama.
Kenna, Mrs. A.	One-half of Whittier Primary	405 O'Farrell.
Lemkau, Mrs. M.	Mission Primary.	243 Fifteenth.
Laird, Mrs. C.	South Cosmopol'n Primary	1532 Clay.
Lyons, Mrs. Julia.	Turk St. Primary.	
Lessen, Mr. T. F.	Washington Grammar.	
Moran, Mr. Thos.	Mission Grammar.	1651 Mission.
Murphy, Mrs. M.	Hamilton Grammar	360 Natoma.
McMahon, Mrs. B.	Rincon Grammar.	720 Bryant.
Macaulay, Mrs. L.	Redding Primary.	6 Yerba Buena.
Miller, Mrs. K.	Fairmount Primary	Thirty-first and Dolores.
Momm, Mrs. H.	Columbia Grammar.	Alabama, bet. 22d and 23d.
Murray, Mrs. W. E.	Moulder School.	1232 Bush.
Manning, Mrs. B.	North Cosmopol'n Grammar.	
Moore, Mrs. E.	Moulder, outside class.	
Murphy, Mrs. Julia.	Oak Street School.	
O'Keefe, Mrs.	Grant Primary.	360 Natoma.
O'Neill, Mrs. F.	Lombard Street Primary	
O'Rourke, Mrs.	Five Mile School.	Near School.
Quillanan, Mrs. M. C.	West End.	Near School.
Ryan, Mrs. Mary	Franklin Grammar.	164 Dakota.
Ross, Mrs. B.	Greenwich St. Primary.	101 Valparaiso.
Rust, Mrs. J.	Chinese School.	807 Stockton.
Smith, Mrs. B. R.	South San Francisco	Twelfth avenue, bet. N and P.
Tully, Mr. Thos.	Lincoln Grammar.	
Trautman, Mr. Jno.	Spring Valley Grammar.	At School
Vaughn, Mr. George H.	Sanchez St. Primary.	215 Twenty-ninth.
Vanderpool, Mr. Jacob.	Pacific Heights Grammar.	2419 Clay.
Welch, Mrs. C.	Buena Vista.	Bryant, bet. 18th and 19th.
Wallace, Mrs. M. J.	Potrero Primary.	Tennessee street, near Sierra.

REPORT OF BOOKKEEPER.

SAN FRANCISCO, July 1, 1886.

HON. A. J. MOULDER, *Superintendent Common Schools* :

SIR: In compliance with your request, I herewith submit my report of the receipts and expenditures of the Department for the fiscal year ending June 30, 1886. The system adopted by me for the proper keeping of the accounts and the prompt filing of receipts, requisitions and other vouchers has proven highly satisfactory. At the end of the year just closed every demand against the School Department for goods furnished and services performed during the year has been duly presented at the general office and ordered paid by the Board of Education. Every requisition issued from the Store-room or from the Carpenter's Department, has been signed by the chairman of the proper committee of the Board and has been receipted by the officer who received the goods. The requisitions have all been forwarded to me and have been cancelled, and endorsed by stamps showing the date on which the demands which accompanied them were ordered paid by the Board. They have been filed in this office in numerical order, and if examined in connection with the bill-books of the general office, every transaction of the Department can be quickly and accurately traced. Nearly two thousand accounts were opened and closed during the year, and nearly fifty thousand entries were made. The system of accounts is such that it is impossible for a duplicate demand to pass the Board, as no credit is allowed to any one before the bill which accompanies the goods delivered to the Store-room, the Carpenter-shop or to the Schools is filed in this office, duly certified as correct by the officer who received the goods, and bearing the number of the requisition issued by the proper committee.

The following statement will show the receipts and expenditures of the Department for the year :

RECEIPTS.

State apportionment.....	\$521,248 75
City taxes.....	271,284 79
Leper fund.....	18,505 15
Rents and sale of material.....	4,746 00
Cancelled warrants.....	390 20
Total receipts.....	\$816,174 89

REPORT OF THE SUPERINTENDENT

EXPENDITURES.

Teachers' salaries.....	\$680,613 65
Janitors' salaries.....	41,962 25
Office salaries.....	5,520 00
Shop salaries.....	7,200 00
Board Examiners' salaries.....	1,160 00
Back (March and June, 1885) salaries.....	19,249 15
Total salaries.....	\$755,695 05
School-houses and sites Committee.....	27,752 47
Furniture and supplies Committee.....	19,947 95
Rents Committee.....	6,185 00
Printing and electric pen Committee.....	2,870 85
Engrossing.....	299 49
Census Committee.....	2,655 75
Advertising Committee.....	225 60
Miscellaneous.....	146 00
Total expenditure.....	\$815,778 16
Balance on hand.....	\$396 73

FURNITURE AND SUPPLIES COMMITTEE.

Ammonia.....	\$63 00	Ink.....	\$378 00
Ash cans.....	98 00	Ink-well covers.....	100 00
Books.....	1,142 49	Ink-feeders.....	33 46
Blackboard rubbers.....	256 00	Kindergarten materials.....	42 46
Brushes.....	236 41	Kindling-wood.....	180 50
Bills last fiscal year.....	161 73	Maps.....	512 75
Brooms.....	153 50	Mops and handles.....	24 79
Bells.....	35 50	Paper.....	1,174 65
Baskets, waste and pencil.....	34 90	Pens.....	734 70
Coal.....	3,704 61	Pencils.....	331 53
Coal-oil.....	5 20	Postage.....	143 00
Charts.....	514 00	Piano tuning.....	49 00
Chalk.....	379 87	Penholders.....	49 60
Car fare.....	89 00	Pails.....	13 27
Cleaning powder.....	36 00	Rubber hose.....	153 00
Chemicals.....	46 70	Repairs of ash cans.....	33 00
Coal-hods.....	20 00	Rubber stamps.....	14 50
Carpets.....	12 15	Stationery and miscellaneous mdse ..	584 13
Desks—rear seats and irons.....	1,462 09	Soap.....	142 70
Door-mats.....	59 82	Stoves and findings.....	196 17
Drums and findings.....	68 74	Subscription to Teachers' Journal...	150 00
Dustpans.....	15 06	Shade cloth and cord.....	117 20
Exhibit room cleaning.....	43 00	Sponges.....	22 50
Envelopes.....	32 70	Telegraph and telephone.....	1,719 89
Furniture room labor.....	1,304 00	Towels.....	116 00
Furniture.....	118 60	Tools.....	80 43
Feather dusters.....	67 20	Tin cups.....	21 10
Flags.....	36 80	Webster's Dictionary.....	276 00
Gas.....	2,211 20	Wash-basin.....	8 21
Gas regulator.....	106 00	Washing of towels.....	7 50
Globes.....	13 00		
		Total.....	\$19,947 95

SCHOOL-HOUSES AND SITES COMMITTEE.

Asphaltum and tar.....	\$100 00	Mill-work and Mouldings....	\$858 72
Carpenter's labor.....	9,621 90	Miscellaneous merchandise..	91 70
Flags and poles.....	128 35	Outside repairs.....	6,268 10
Glass.....	591 00	Oil covers.....	46 00
Hardware.....	1,850 00	Paints and oils.....	674 00
Horsekeeping.....	306 75	Painting.....	413 00
Hand grenades.....	93 45	Plumbing material.....	145 05
Ironwork, vault, plugs, rods, etc....	322 25	Slating.....	140 00
Insurance.....	120 00	Vault cleaning.....	350 00
Lumber.....	2,514 70	Water.....	66 00
Last year's bills.....	124 00	Whitening	2,626 50
		Total.....	\$27,752 47

COST OF NEW CLASS-ROOMS JUNE 30, 1886—WITHOUT FURNISHINGS. INCLUDED IN SCHOOL HOUSES AND SITES ACCOUNT.

OCEAN VIEW.

Lot and building (contract).....	\$800 00	Plumbing.....	\$45 00
Carpenter labor.....	406 15	Chimneys.....	36 00
Millwork and material.....	435 27	Searching title	15 00
Painting.....	110 00	Total.....	\$1,847 42

BARTLETT PRIMARY.

Contract.....	\$1,900 00	Material.....	43 13
Extras.....	306 00	Labor	40 50
		Total.....	\$2,239 63

PEABODY PRIMARY.

Contract.....	\$694 00	Labor.....	\$68 50
Extras.....	62 00	Material	10 00
		Total	\$834 50

EMERSON PRIMARY.

Contract.....	\$670 00	Labor.....	\$75 37
Extras.....	30 00	Material	21 00
		Total	\$796 37

Respectfully submitted.

E. B. BULLOCK,
Bookkeeper.

